AN APPRAISAL OF THE CASE METHOD AS A TECHNIQUE FOR DEVELOPMENT OF LEADERSHIP IN OFFICERS OF THE UNITED STATES NAVY.

Ashley Jewell Little

Thesis
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AN APPRAISAL OF THE CASE METHOD AS A TECHNIQUE FOR DEVELOPMENT OF LEADERSHIP IN OFFICERS OF THE UNITED STATES NAVY

Abstract of

A Thesis

Presented in Partial Fulfillment of the Requirements for the Degree Master of Business Administration

By

ASHLEY JEWELL LITTLE, B.S.

The Ohio State University

1952

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AN APPRAISAL OF THE CASE METHOD AS A TECHNIQUE FOR DEVELOPMENT OF LEADERSHIP IN OFFICERS OF THE UNITED STATES NAVY

ASHLEY JEWELL LITTLE

B.S., United States Naval Academy, 1940

Department of Business Organization
(Approved by James M. Healey)

This study is a qualitative appraisal of the case method of instruction, with particular emphasis upon those characteristics which might make it a valuable technique for the development of leadership in officers of the United States Navy. It was inspired by the lack of a continuing formal program within the navy for leadership development of officers.

The research consisted of a survey of pertinent literature, supplemented by personal interviews with a few men who have had experience with the use of the case method in both the educational and industrial fields, and by written inquiries addressed to others who could not be interviewed.

In order to establish a standard for appraisal, it was deemed necessary to review the current consensus as regards the nature of leadership and the nature of learning and how they relate to the development of leadership.

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AN ANALYSIS OF THE GAME MODEL
AS A STRATEGY FOR DEVELOPMENT OF LEADERSHIP
IN CADETS OF THE UNITED STATES NAVAL ACADEMY

ROBERT JEROME ANDRUS

B.A., United States Naval Academy, 1969

Submitted in Partial Fulfillment
(Approved for Admin 81, Leading)

This study is a qualitative appraisal of the game model of 21 individuals, with quantitative results which lend credibility to a validity check. It was conducted to determine if leadership development in cadets at the United States Naval Academy can be improved by the inclusion of a positive leadership development program.

The research consisted of a survey of prescribed literature, preliminary by personal interviews with a few men who had experienced with the game model in the recreational and leadership fields, and by written questionnaire administered to fifteen men who had participated in the game.

In order to establish a standard for comparison, it was deemed necessary to review the current techniques in leadership training and the values of leadership and how they relate to the development of leadership.

The theory and characteristics of the case method and its uses and the results were discussed, followed by a description of a proposed case method leadership development program for the navy.

Findings from the study seem to support the conclusion that a formal leadership development program for naval officers is needed; that such a program should be based on a dynamic concept of leadership which calls for two-way communication and a scientific rather than a bureaucratic trend of mind; and that the case method of instruction possesses substantial potentiality as a technique for such development because of its ability to inculcate self-insight and to stimulate objective problem-solving ability in the field of human relations.

AN APPRAISAL OF THE CASE METHOD AS A TECHNIQUE FOR DEVELOPMENT OF LEADERSHIP IN OFFICERS OF THE UNITED STATES NAVY

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By

ASHLEY JEWELL LITTLE, B.S.

The Ohio State University

1952

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Professors Ralph M. Hower, Kenneth R. Andrews, and Joseph C. Bailey of the Graduate School of Business Administration of Harvard University gave generously of their valuable time in order to give the author better insight into the type of case method which they employ. In addition, appreciation is expressed for the loan of an advance copy of the manuscript of The Case Method of Teaching Human Relations and Administration, edited by Dr. Andrews.

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TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION	1
	Statement of the General Problem ...	1
	The Specific Problem	3
	Importance of the Problem	3
	Reference to other Work Done on the Problem	8
	Definition of Special Terms	9
	Scope and Method of Approach	11
	Limitations	14
II	THE NATURE OF LEADERSHIP	16
	Introduction	16
	Leadership Defined	16
	The Nature of Leadership	18
	The Trait Approach	22
	Dynamic Leadership -- Law of the Situation	27
	Types of Leaders	29
	Conditions of Leadership	33
	Ohio State University Leadership Studies	35
	Summary and Application to Military Leadership	43
III	THE NATURE OF LEARNING AND ITS APPLICATION TO LEADERSHIP DEVELOPMENT	50
	Introduction	50
	The Learning Process	51
	The Student-centered Concept	54
	The Art of Decision-making	57
	Instructional Techniques	63
	Management of Learning Practice	66
	Development of Leadership	69
	Summary	73

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION [illegible]	1
	Statement of the Research Problem [illegible]	1
	The Specific Problem [illegible]	3
	Importance of the Problem [illegible]	3
	Relevance to Adult Life and the Adult Participation in Adult Life [illegible]	4
	Problem [illegible]	6
	Delimitation of Topical Areas [illegible]	7
	Study and Design of Research Activity [illegible]	11
	Limitations [illegible]	14
II.	THE STATUS OF LANDMARKS [illegible]	20
	Introduction [illegible]	20
	Landmarks Defined [illegible]	21
	The Status of Landmarks [illegible]	22
	The Trail Landmark [illegible]	24
	Summary Landmarks — Use of the Compass [illegible]	27
	Conclusion [illegible]	27
	Sense of Landmark [illegible]	29
	Conditions of Landmarks [illegible]	31
	Adult Fully Motivated Landmarks	
	Summary [illegible]	32
	Summary and Implications to Existing Landmarks [illegible]	33
III.	THE STATUS OF LEARNING AND THE EXPERIENCE-TYPE OF LANDMARK CONSTRUCTS [illegible]	39
	Introduction [illegible]	39
	The Learning Problem [illegible]	39
	The Learner-Motivated Landmark [illegible]	41
	The Use of Experience-Type Constructs [illegible]	47
	Experiential Landmark Constructs [illegible]	49
	Assessment of Learning Experiences and Implications of Landmarks [illegible]	50
	Summary [illegible]	53

Table of Contents (con't)

Chapter		Page
IV	THE CASE METHOD OF INSTRUCTION	77
	Introduction	77
	Background	77
	Theory of the Case Method	81
	Student-centered approach	
	Use of the scientific method	
	Inductive vs. deductive procedure	
	Use of Principles	
	"Free" vs. "determinate" approach	
	Application of case method to human relations study	
	Development of insight	
	Situational thinking	
	Principles of Human relations	
	Influence of social values	
	Human relations in the navy	
	Treatment of factual knowledge	
	Characteristics of the Case Method .	104
	Role of the Instructor	
	Role of the Student	
	Structure of the case	
	Process of decision-making	
	Limitations and objections	
	Pointers for discussion leaders	
	Summary	119
V	USES AND RESULTS OF THE CASE METHOD	126
	Introduction	126
	Case Method in Education	126
	Case Method in Business	133
	Need for executive development programs	
	Aim of executive development programs	
	Requisites of an executive development program	
	Value of case method in executive development	
	Pointers on good conference leadership tactics	
	Specific uses and results of case method in executive development	

Table of Contents (cont'd)

Chapter		Page
IV	[illegible]	[illegible]
	[illegible]	[illegible]
	[illegible]	[illegible]

Table of Contents (con't)

Chapter		Page
	Case Method in the Military	149
	Summary	153
VI	A RECOMMENDED CASE METHOD LEADERSHIP DEVELOPMENT PROGRAM FOR NAVAL OFFICERS	156
	Introduction	156
	Need for a Leadership Development Program	156
	Objectives and Elements of Proposed Plan	161
	Summary	169
VII	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	171
	Summary	171
	Conclusions	181
	Recommendations	183
APPENDIX A		185
APPENDIX B		187
APPENDIX C		192
APPENDIX D		194
APPENDIX E		197
APPENDIX F		198
APPENDIX G		199
APPENDIX H		200
APPENDIX I		203
APPENDIX J		205
APPENDIX K		206
APPENDIX L		207
APPENDIX M		209
BIBLIOGRAPHY		212

AN APPRAISAL OF THE CASE METHOD AS A TECHNIQUE FOR DEVELOPMENT OF LEADERSHIP IN OFFICERS OF THE UNITED STATES NAVY

CHAPTER I

INTRODUCTION

Statement of the General Problem

"The successful military leader must be, among other things, a solver of problems."[1] The ability to solve problems in the realm of human relations is a cornerstone of dynamic leadership and a basic ingredient in the make-up of the successful military officer. The lack of a continuing formal program within the United States Navy for the development of this particular problem-solving ability among officers has inspired this study; the discussion which follows presents an analysis of the characteristics of an instructional method believed to possess distinct value as a means of developing and sharpening the ability to recognize, analyze, and solve the day-to-day human relations conflicts encountered within the climate of a military organization.

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[1] Naval Leadership (Annapolis, Md.: U.S. Naval Institute, 1949), p. 3.

AN ANALYSIS OF THE GULF REGION IN A TRANSITION FROM CONTAINMENT TO INDEPENDENCE IN DEFENSE OF THE UNITED STATES WEST

CHAPTER I

INTRODUCTION

Statement of the Problem Studied

"The successful military leader must be, among other things, a solver of problems."[1] The ability to solve problems in the realm of human relations is a synthesis of dynamic leadership and a basic competency in the mind-set of the successful military officer. The lack of a continuing thread provides which the United States Navy for the development of this particular problem-solving ability among officers and lessens this ability the classroom habit follows presents an analysis of the characterization of an instructional method believed to promote discussion which is aimed at developing the wherewithal the ability to propagate, analyze, and solve the day-to-day common problems conditions encountered within the climate of a military organization.

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1. Robert Taylorville (Annapolis, Md.: U.S. Naval Institute, 1970), p. 3.

In order to assure steady progress toward more effective leadership it is necessary to effectuate a continuing growth of executive qualities within the military leader. Ever since the days of John Paul Jones, development of naval leaders has been accomplished through formal and informal professional training programs and through the tradition of understudying the performance of one's superiors in the field of human relations. The formal and informal programs have produced satisfactory results in advancing the technical and professional knowledge of the individual. In the area of leadership, however, the understudy procedure has been limited in its effectiveness by the lack of clearly defined criteria that the understudy could employ to assist him in deciding which behavior patterns to emulate and which he should reject. If the psychologists ever succeed in defining those criteria in objectively meaningful terms, it should be a relatively simple task to design training procedures which will develop the requisite qualities in any individual possessing the necessary innate abilities. Today's problem of leadership development, however, continues to be an extremely complex one, because the training objectives must be based upon criteria which are preponderantly subjective, and about which there

In order to insure steady progress toward more effective leadership it is necessary to attribute a combination of measurable qualities which the military leader, from which time the days of John Paul Jones, development of naval leaders has been accomplished through formal and informal psychological training programs and through the training of understanding the performance of men's capabilities in the field of human relations. The formal and informal programs have involved motivational problems in improving the formational and psychological knowledge of the individual. In the area of leadership, however, the necessary preparation has been limited in its effectiveness by the lack of clearly defined criteria that the aspiring civil military to assist him in locating their superior problems to successfully and where in reality reform. If the psychologists were required to furnish these criteria in objectively measurable terms, it would be a relatively simple task to design training programs which will develop the requisite qualities in our functional personnel the necessary leadership abilities. Despite problems of inadequate measurement, however, continues in be in extremely complex one, because some the evaluation objectives must be based upon criteria which are subjectively analyzed, and upon which will claim

are many varying schools of thought.

The Specific Problem

The problem with which this study will be concerned, therefore, is the selection of a formal instructional program which might serve to enhance the development of military leadership. The specific technique to be appraised is the case method of instruction, with particular emphasis on the applicability of this method to the development of leadership among officers of the United States Navy.

Importance of the Problem

Rear Admiral James L. Holloway, Jr., while superintendent of the Naval Academy, submitted in the Foreword to Naval Leadership that the paramount role of a naval officer is that of a leader. Furthermore, the importance to the military leader of the ability to deal with people was well expressed by Fuller when he stated that "military history is a flesh-and-blood affair, not a matter of diagrams and formulas or of rules; not a conflict of machines but of men."[2] He also called attention to the fact that "Napoleon did not gain the position he did so much by a

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[2] John F. C. Fuller, Generalship, Its Diseases and their Cures; a Study of the Personal Factor in Command. (Harrisburg: Military Services Publishing Company, 1936), p. 24.

and many varying models of thought.

The Semantic Theory

This problem with which this study will be concerned, namely, the selection of a formal instructional system which might serve to enhance the development of military leadership. The semantic technique is an approach to the view method of instruction, with particular emphasis on the applicability of this method to the development of leadership among officers of the United States Navy.

Importance of the Problem

Rear Admiral Owen S. Wolkensky, USN., while superintendent at the Naval Academy, published in the December issue Naval Institute that the personnel role of a naval officer is that of a leader. Nevertheless the importance to the military leader of the ability to deal with people was well recognized by writers even in ancient times. "Military strategy is a life-and-death matter, not a matter of life-and-death and favorable or unfavorable results and a question of survival or ruin, [2] Sun Tzu cited attention to the fact that Napoleon did not quite the position so did so much by a

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[2] John S. C. Valley, Immortality, The Science and Life Course a Study of the Immortal Leader in Command, (Harrisburg: Military Service Publishing Company, 1951), p. 98.

study of rules and strategy as by a profound knowledge of human nature in war."[3] Despite general acceptance of this postulate concerning the importance of positive leadership, there is so much evidence of the practice of negative leadership by naval officers that the need for a formal program of development is clearly indicated.

With the advent of more complex modes of warfare an even greater emphasis upon skill in handling human relations has become necessary, especially because of the need for greater teamwork and cooperation. The military leader of today must be capable of extracting the best possible performance from his men, for even that best will not measure up to the technical possibilities of the modern machines of war. Marshall has expressed this problem in the following manner:

> "The mechanisms of the new warfare do not set their own efficiency rate in battle. They are ever at the mercy of training methods which will stimulate the soldier to express his intelligence and spirit ... It has been readily seen that the prevailing tactical conditions increased the problem of unit coherence in combat. The only offset for this difficulty was to train for a higher degree of individual courage, comprehension of situation and self-starting character in the soldier."[4]

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3. Ibid., p. 25.

4. Samuel L. A. Marshall, Men Against Fire (Washington: Infantry Journal, 1947), p. 22.

study of nations and societies is in a profound knowledge of human nature in man.[3] Despite general acceptance of this particular assertion, the importance of qualifying immediately there is no such evidence of the necessity of negotiating immediately by moral criterion that the need for a formal program of development is clearly indicated.

With the advent of some minimum notion of machines an even greater explicable issue exists in instituted human relations has formed relationship, essentially because of the need for greater involvement and cooperation. The military leader of today must be capable of maintaining the long possible performance from his men, for even that level will not endure if in the technical inadmissibility of the modern machines of war. Morelli has expressed this problem in the following manner:

> The mechanisms of the man machine do not lack their own efficiency even in battle. They are wise at the energy of maintaining methods which will eliminate the soldier to express his intelligence and spirit ... It has been readily seen that the prevailing technical constituents increased the problem of task engagement in combat. The only offset for this difficulty was to train for a higher degree of individual accuracy, concentration of attention and self-sacrifice otherwise in the soldier.[4]

3- Idem., p. 26.

4- Manuel L. A. Morelli, The Latino Ship (Montevideo: Inter Industry Journal, 1971), p. 75.

The conventional concept of a doctrine for military training demands the sacrifice of individuality in the interest of efficiency through mass reflex action. The new concept of the role of the common fighting man described above seems to indicate that this conventional concept should be reexamined. If the training objective is to develop the self-starting characteristic within the soldier or sailor, can the training methods for both officers and enlisted continue to place stress solely upon the close-order concept of absolute unquestioning obedience? If the fighting man of today is expected to develop proficiency in the type of technical military climate that surrounds him, he surely must be trained by a method which will tend to draw out his individual power within limits which are for the good of all, rather than by the historic method which seeks to imbue in him blind obedience. "In war, as in peace, individuality is far more important than uniformity; personality than congruity, and originality than conventionality."[5]

What change, then, is indicated in the training of an officer in non-technical areas? If he is to accelerate the development of the originality of those beneath him,

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[5] Fuller, op. cit., p. 87.

The governmental concept of a doctrine for military [illegible] [illegible] the necessity in the [illegible] [illegible] [illegible]. The [illegible] [illegible] [illegible]

he surely must develop his own originality. This can hardly occur with maximum effectiveness through understudy alone; in addition, self-development is needed. "If we wish to think clearly, we must cease imitating; if we wish to cease imitating we must make use of our imagination. We must train ourselves for the unexpected in place of training others for the cut and dried."[6] This does not mean that the understudy procedure must be abandoned. It merely indicates that a concurrent process of enlightenment through freedom of thought should be encouraged. The aim of such a process would not be the development of an attitude of inalienable right to question policies and orders from above, but a more self-inspired acceptance of the military chain-of-command as a means to an end, and a more utilitarian attitude concerning the directives passed down to those below.

In examining the point of view of the average military leader, John P. Marquand has pointed out that the military mind of today is being compelled to cope with civilian eccentricities more intensively than it has for an entire generation.[7] He contends that the conventional method of

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[6] Fuller, op. cit., p. 86.

[7] John P. Marquand, "Inquiry into the Military Mind," New York Times Magazine, March 30, 1952, p. 55.

military training has equipped today's general to be a judge of certain limited regions of human character; in addition it has made him more logical, more objective, and better able to face any problem and come up with a concise solution. Even though the general's solution may be wrong, at least it will be an answer. This presumption of one's own ability adds to assurance and may even result in what is occasionally called a Messiah Complex.[8] Such a complex denies those below that plasticity of mind which is so essential to an understanding and appreciation of the illogical in human responses as well as the logical, a plasticity which is able to produce a philosophy of command that allows greater freedom of professional thought by all ranks, and which admits that "policy can remain strong only so long as it faithfully serves the best interests of the majority of dutiful soldiers, officers and men alike."[9] Because a Messiah Complex may be the resultant of the conventional concept of military training, the problem of this study is deemed to be of substantial importance.

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[8] Ibid., p. 54.

[9] Marshall, op. cit., p. 108.

military training and equipped twenty-five years to be a judge of certain limited regions of human observatory in relation to man with his warm impulses, more vigorous, and better able to flow and produce and deal with a complex reality. Even though the potential existence may be strong, at least it will be an answer. This investigation of what are ability made in consequence and the area overall is what is constantly called a "needed question."[6] Does a complex device lower their vigorality of what which is so essential to an understanding and consideration of the fundamental to human requirements in what to the factual, a qualitative fact which is able to produce a philosophy of consciousness that allows greater freedom of constructional thought by all reality, and which indicate that "philosophy has always strong only as long as it intuitively recovers the deep foundation of the multiplicity of qualitat realities, without that was alive."[7] Therefore a thematic character and in the consciousness of the conventional method of military relations, the problem of this study is treated to be of subsequential importance.

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[6] Ibid., p. 37.

[7] Hamburg, op. cit., p. 126.

Reference to Other Work Done on the Problem

Considerable attention has been given to the case method of instruction in the years since World War II in both the educational and industrial fields; yet, the amount of information which has been published concerning the method, its usage, and results obtained is surprisingly limited.

The primary source of material available today, so far as this study is concerned, consists of a very limited number of articles published in recent periodicals, plus the introductions to a number of case books edited by the faculty of the Graduate School of Business Administration at Harvard University. In addition to the case books, however, the Harvard group has just completed the compilation of a selected group of papers and lectures on the case method, as developed by them, and it is to be published during 1952 under the title, The Case Method of Teaching Human Relations and Administration. An advance copy of that manuscript was available for research in connection with this study.

A great deal of literature has been published concerning the nature of leadership and its development, and a vast amount of research is continuing in that area. The

author has been fortunate enough to have had personal contact with staff members of the Personnel Research Board at Ohio State University and to have assisted briefly with the predictive leadership studies now being done by that group in connection with a navy contract.

A considerable amount of continuing research has been noted relative to the nature of learning and the development of more effective teaching methods. Reference will be made to conclusions concerning the psychology of learning, compiled by a group of experts working under navy contract, published for very limited service distribution under the title, Handbook of Human Engineering Data for Design Engineers. Within the limits of the research possible in connection with this thesis, however, no written material was found which dealt with the case method as a means of developing leadership.

Definition of Special Terms

Certain terms which will be used in this study are subject to varied and even conflicting definitions. In order to obviate confusion of meaning, the following definitions are submitted for the purposes of this discussion:

Case Method - an instructional method which places primary emphasis upon development of independent thought

rather than been Cardenas enough to turn his product con-
vert with which members of the Thousands industry depend on
data-based historically and be hire Ambient hybrid risk the
predictive Inadequate studies has below been by that group
in nonexistence with a many company.

A statistically account of modeling research has been
based relative to the means of learning and the environment
of more intuitive consumer methods. Unknown will be made
to establishes measuring the psychology of learning con-
ceived by a group of scholars making some very assumption.
Published the very limited service characteristics under the
sites. Problems of these Cardenas data for Dacing Ge-
ldsing. strive for lands of the relevant results in con-
nection with hide liberal. However, no written methods has
found which dealt with the data method as a means of devel-
oping labelling.

Definition of Social Media

Social Media Media will be used in this study are
subject to varied and even conflicting definitions. In
order to develop consistent of measures, the following defi-
nitions are established for the purposes of this investigation:

Case Study - An institutional method which plays
primary emphasis upon development of independent through

and responsible judgment through student-centered conference discussion of the facts, opinions, prejudices, and possible solutions to specific problems which are crystallized out of selected case studies by the joint efforts of students and conference leader.

Leadership - the pattern of behavior of an individual which enables him to guide others or their actions toward voluntary cooperation in organized effort.

Status - relative position within a hierarchy, the hierarchy involving ordering of individuals on an inferiority-superiority scale with respect to the comparative degree to which they possess or embody some attribute or characteristic.[10]

Learning - any measurable change in behavior that results from experience.[11]

Executive, supervisor, administrator, or officer - all used synonymously to refer to one holding a position of formal authority above the level of the first line foreman (or non-commissioned petty officer).

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[10] Melvin Seeman, "Some Status Correlates of Leadership," from Grace, ed., Leadership in American Education (Chicago: The University of Chicago Press, 1950), p. 40.

[11] Handbook of Human Engineering Data for Design Engineers (Tufts College Institute for Applied Experimental Psychology, 1949), Chapter 1, Section 1, p. 1.

and responsible, taught through student-centered conferences discussion of the story, outlined, conferences, and practice activities in specific problems which are experienced and achieved case studies by the joint efforts of teachers and northern Indian.

Concepts - the patterns of character of an individual which realize his potential as state citizen through voluntary association in organized action.

Aims - relative positions within a structure, the statutory institutions consists of individuals as an interrelationship-dependently weak ones members in the communities degree to which they participate or actually case citizenship or charge-ments.[10]

Learning - any responsible change in behavior that results from experience.[11]

Identify, interpret, determinations, or criteria - all mean circumstances in order to use making a position of fundamental principle along the lines of the first time formula for non-constitutional policy affairs).

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[10] Maria Lemke, "Some Civic Attributes of Leadership," from Dunn, ed., Leadership in Democratic Societies (Chicago: The University of Chicago Press, 1956), p. 10.

[11] Handbook of Human Relationship Data for Teaching Purposes (Fairfax County Schools for Applied Cooperative Relations, 1970), Chapter 1, Section 1, p. 3.

Training or Education - used synonymously except that a "training authority" is one whose objective is the development of a skill; whereas, an "educational authority" is one concerned primarily with the imparting of knowledge.

Scope and Method of Approach

This study will attempt to deduce some conclusions as to the potential value of the case method of instruction for use in a leadership development program for officers of the United States Navy. The appraisal will be of a qualitative nature, will refer primarily to concepts and practices found in the fields of business and education, and will attempt to draw conclusions which might be applicable for naval officer training. There are limitations which must be kept in mind in drawing conclusions for military usage from findings in these other fields. However, leadership studies at Ohio State have indicated that "the methods of leader behavior description developed in the study of shore establishments and business organizations may be meaningfully applied to officers and in some cases to enlisted men aboard ship."[12]

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[12] Personnel Research Board, Ohio State University, Studies in Naval Leadership, Technical Report No. 268, June 15, 1949, p. 65.

Contrasting to Schneider - who apparently assumes that a "satisfied university" is one whose objectives in the classroom - Kramer of a mostly observer, an "unsatisfied university" is one associated primarily with the improving of knowledge.

Design and Method of Research

This study will attempt to define some variables as to the personnel value of the data method of instruction for and in a laboratory development program for efficiency of the United States Army. The approached will be of a qualitative nature, will rather primarily to accounts and procedures based to the frame of business and economics, and will endeavor to draw conclusions which might be contributing the social efficacy factors. There are limitations which may be kept in mind in evaluating conclusions for efficiency values from findings in other fields. However, laboratory studies of this sort have indicated that "the methods of higher learning participation developed in the study of short participations and business organizations may be beneficially applied to activities and in some cases to military and school study."[12]

12

Personnel Research Branch, Ohio State University, Studies in Human Relations, Technical Report No. 300, June 17, 1951, p. 2.

for a training program objective. For the purposes of this study, concepts concerning leadership which have been developed by recognized authorities and which have achieved general acceptance will be reviewed and accepted as sound. No attempt will be made to extend the research in this area by this thesis.

The nature of learning will be reviewed in Chapter III in a manner similar to that used in considering the nature of leadership. No psychological research will be attempted, rather a survey of the findings of some currently recognized authorities will be made. Particular emphasis will be given to the consideration of factors inherent in the learning process which would seem to be of interest in the preparation of a program for the development of leadership.

Chapter IV will be devoted to a study of the theory and the characteristics of the case method of instruction. Different interpretations of the technique and the methodology to be employed in the use of the case in an instructional session will be discussed. No attempt will be made to present a thorough analysis of the history or the psychological considerations applicable to case discussion, nor will the mechanics of how to draw up complete cases be dealt with at any length. Mention will be made of limita-

for a training program adjustment. For the purposes of this study, numerous commonly interpretive phrases have been selected by conceptual rationalizations and which have guided general conversations will be presented and analyzed to assess, the attempt will be made to address the research in this area by this thesis.

The nature of learning will be problems in further III in a manner similar to this used in conversations for review of instruments. The psychological research will be attempted, making a survey of the literature of some contemporary research conditions will be made. Instructor comments will be given as the consideration of factors involved in the learning process which could seem to be of interest in the preparation of a program for the development of instructor.

Chapter IV will be devoted to a study of the theory and the characteristics of the main method of instruction. Different interpretations of the textbooks and the methodology to be employed in the use of the case in instructional methods will be attempted. An attempt will be made to present a thorough analysis of the history or the philosophical rationalizations applicable to case discussion, one will the necessity of how to score by employing cases to their site at any length. Results will be made of fidelity-

tions which have been noted in areas where the case method has been used as an instructional device.

In Chapter V the application of the case method to the fields of education, business, and the military will be discussed. An example of a recent use of the method in an instructional program for reserve naval officers will be reviewed. This will be followed by a description, in Chapter VI, of a proposed enlargement of that program, with some modifications, for servicewide use in the navy.

Conclusions deduced from research and interviews will be summarized in Chapter VII.

Limitations

A complete evaluation of the case method of teaching involving controlled experimental analysis of the method in action is beyond the scope of this study. Time available and cost considerations limit the research to a survey of the pertinent literature, followed by personal contact through interview or correspondence with authorities in the field.

Specific limitations which prevent the drawing of truly objective conclusions are as follows:

1. The case method, though not new, has not been used widely enough and under enough varying conditions to permit

blows which have been making an error since the case method has been used as an instructional device.

In Chapter V the applications of the case method to the fields of education, business, and law enforcement will be discussed. An example of a moral use of the method in an instructional program for freshmen naval officers will be reviewed. This will be followed by a description, in Chapter VI, of a proposed enlargement of some programs, with some modifications, for elementary use in the army.

Conclusions deduced from research and interviews will be presented in Chapter VII.

<u>Limitations</u>

A complete evaluation of the case method of teaching involves considerations requiring analysis of the individual in order to beyond the scope of this study. Time available and other considerations limit the research to a survey of the practices illustrated, followed by personal research through interview or correspondence with educators in the field.

Specific limitations which prevent the drawing of top-ly objective conclusions may be listed:

1. The case method, though not new, has not been used widely enough and under enough varying conditions to permit

evaluation of its final effectiveness.

2. No controlled experiments have been reported, insofar as this study has been able to determine, which would assist materially in an evaluation of the case method.

3. There are numerous variations of the concept of teaching through the use of cases which are referred to as the case method; this demands careful definition of methodology before conclusions can be meaningful.

4. There is no general agreement as to the true nature of leadership or as to the most effective means of learning; consequently, the task of appraising a teaching method as a possible means of developing leadership is further complicated.

evaluation of the final effectiveness.

2. No mathematical equations have been employed, because for our data study this has been only a pioneering, which would result unavoidably in an overemphasis of the data method.

3. There are numerous variations of the concept of measuring change, the use of these which are referred to as the data method, this demands numerical calculations or optimal step before conclusions can be analyzed.

4. There is no general agreement as to the best measure of learning or is to the most effective means of learning complexity, the task of separating a teaching method or a specific dimen of developing learnability is increase complicated.

No attempt will be made to establish statistical proof of the conclusions drawn from the research. The various limitations upon a study of this type at the Masters level preclude the attempt of any controlled experiment which might help to substantiate reasoned deductions. Such an attempt to validate conclusions might be enlightening. It is most interesting to note, however, that despite the fact that the case method has been in use at Harvard in the study of human relations for almost thirty years, no formal statistical study which compared the results of this method with other teaching methods has ever been reported.

John B. Fox, speaking for the Graduate School of Business Administration at Harvard, pointed out the scope of such a comparison when he stated: "Because of the difficulties of comparativity the possibility of making such a study and having it useful are enormous."[13]

The nature of leadership and its development will be considered in chapter II. A brief summary of some of the present concepts of what leadership is believed to consist of will be presented in order to establish a foundation

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[13] John B. Fox, "A Note on Counseling as an Adjunct of the Case Method," in Kenneth R. Andrews, ed., The Case Method of Teaching Human Relations and Administration (to be published during 1952), p. 48.

CHAPTER II

THE NATURE OF LEADERSHIP

Introduction

In order to appraise a method of teaching as to its applicability to the development of leadership, it is first necessary to establish a standard against which to measure. In order to build that standard, this chapter and the one to follow will be devoted to investigating the nature of leadership, the nature of learning, and the application of those concepts to the problem of leadership development.

Leadership Defined

For the purposes of this study, leadership has been defined as the pattern of behavior of an individual which enables him to guide others or their actions toward voluntary cooperation in organized effort. The slight contrast between this definition and that created by Chester Barnard should be noted. His definition is, "the quality of the behavior of individuals whereby they guide people or their activities in organized effort."[1] The only point of sub-

[1] Chester I. Barnard, Organization and Management (Cambridge: Harvard University Press, 1948), p. 83.

CHAPTER II

THE REVIEW OF RESEARCH

Introduction

In order to appraise a method of teaching as to its applicability to the development of leadership, it is first necessary to establish a standard against which to measure, in order to judge this standard, this chapter and the one to follow will be devoted to investigating the nature of leadership, the nature of learning, and the applications of these concepts to the problem of leadership development.

Leadership Defined

For the purposes of this study, leadership has been defined as the quality of influence of an individual which causes the to guide others or their actions toward voluntary cooperation in important efforts. The ability possesses between this individual and that evoked by Charles Lindbergh should be noted. His definition is, "the quality of the behavior of individuals whereby they guide people or lead activities in worthwhile efforts."[1] The only point of con-

[1] Charles C. Manning, Leadership and Management (Washington: National Education Association, 1955), p. 12.

stantive disagreement is in the term "voluntary cooperation," but this seems to place a considerably different interpretation upon the role of the leader. In essence, this study is concerned primarily with the development of that type of individual behavior which calls forth voluntary cooperation from those being led, rather than with a delineation of the mechanical methodology for providing merely a link in the chain of command.

The Leadership Research Group at Ohio State University, whose work will be considered later in this chapter, has used as its definition, "the process of influencing the activities of the organized group in its task of goal setting and goal achievement."[2] This implies voluntary cooperation through the process of group goal setting and goal achievement, but it limits the action of the leader to that of "influencing" activities rather than guiding them. Furthermore, it delimits the leader's influence to activities of the organized group rather than to either the individual member or the group as a whole. The definition created for this thesis calls for directive guidance by the leader rath-

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[2] Personnel Research Board, Ohio State University, Studies in Naval Leadership, Technical Report No. 268, June 15, 1949, p. 66.

creative discussions is in the base "voluntary suggestions," but this seems to place a considerably different interpretation upon the role of the teacher. In essence, this study is concerned primarily with the development of such type of instructional material which will that volunteering conversation from their daily lel, rather than with a definitive or the necessitant methodology for providing merely a time in the study of assessment.

The laboratory materials study as this first tentatively study work will be considered large to this chapter, and need in its definition, "the process of initiating the activities of the experienced group in the task of goal setting and goal achievement."[2] This implies voluntary participation through the process of group goal setting and goal achievement, but it limits the action of the leader to that of "initiating" activities rather than getting them. Therefore, it restricts the leader's influence to activities of the organized group rather than to attract the individual member or the group as a whole. The materials provided for this study call for directive guidance by the leader rel-

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[2] Raymond Bernard Cattell, Dynamics of Learning Neurotics, Studies in Social Psychiatry, Psychiatric Research Reports No. 8(2), June 15, 1957, p. 70.

er than mere influencing -- regardless of whether it be toward a mutually-accepted goal or not -- and it considers the man-to-man interaction between the leader and a single follower as well as the man-to-group interactions.

One other definition which may enlarge upon meaning through a contrast is that provided by Peterson and Plowman: "leadership implies a following whose behavior is a manifestation of a conscious, positive, and rational reaction to directive effort toward a common goal. Domination, on the other hand, may result in mere blind obedience actuated by fear or abject subjugation."[3] Here the voluntary climate is well depicted -- present among those led, absent among those dominated -- but the direction can only be toward a common goal. The term "organized effort," by contrast, does not rule out leadership of a follower toward an externally-supplied goal, and such a condition must be considered in a study of military leadership.

The Nature of Leadership

It seems appropriate now to take a look at the nature of this subject about which Barnard has said that there has

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[3] Elmore Peterson and E. G. Plowman, Business Organization and Management (Chicago: Richard D. Irwin, Inc., 1942), p. 223.

an [illegible] satisfactorily -- regardless of whether it be covered a security-conscious good or not -- and is [illegible] the [illegible] international [illegible] the [illegible] and a single [illegible] lower as well as the non-[illegible] [illegible].

The other activity which my mission was seeking through a vehicle is that [illegible] to [illegible] and [illegible] [illegible] logical a [illegible] [illegible] is a [illegible] [illegible] of a [illegible], [illegible], and [illegible] [illegible] to [illegible] [illegible] a [illegible] goal. Contrasting, on the other hand, [illegible] [illegible] [illegible]

been "an extraordinary amount of dogmatically stated nonsense."[4] Despite years of concerted effort and a wealth of research data developed in the area of leadership, there are still many very different schools of thought as to what it really is. The best that can be done at this stage is to review some of the most generally accepted concepts and attempt to draw some conclusions from those which seem applicable to this study.

Ordway Tead, one of the foremost authorities in this field, has depicted the role of the leader as that of one who does not merely carry on with established purposes but evokes new and finer aims which have the permanence, quality, and vigor of the satisfaction people experience in realizing them.[5] This would certainly insist upon a higher aim than the mere passing on of instructions from above to those below. The leader must learn to interpret those instructions so that they express a part of his make-up, and he must present them in a way that will arouse enthusiastic

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[4] Barnard, op. cit., p. 80.

[5] Ordway Tead, Human Nature and Management (New York and London: McGraw-Hill Book Co., 1933), p. 172.

[illegible] "an antiphilosophical manner of dogmatically attack[illegible] [illegible]."[4] Imagine people of conservative effort and a wealth of resources which devoted to the kind of investigation, there are still many very intrinsic models of thought in the world. The best thing can be done at this stage is another sense of the most generally analytical concepts and attempt to draw some conclusions from those which seem appropriate to this study.

Optimal Trial, one of the foremost authorities in this field, has defined the role of the leader as that of one who does not merely [illegible] [illegible] [illegible]

support in both the individual followers and the group as a team. In any formal executive role, he must recognize that although leadership depends upon authority for its being and effectiveness it must find expression in the ability of its possessor to stimulate followership based upon a clear understanding of the basic objective, a common purpose to achieve it, and a mutual confidence in personalities and anticipated results.[6]

What is the nature of this brand of humanity which can evoke new aims and stimulate followership among other members of his species? A few generations back, when survival was primarily a matter of physical fitness, leadership naturally descended upon those who exhibited the best combination of qualities which go to make up manly prowess. As the technical age developed, the physical characteristics gradually began to share the spotlight with technical competence. The practical type who could understand the rapidly changing conditions of life brought on by the Age of Inventions and who could foresee and control the development of practical applications of these mechanical marvels took over the roll of leader from the bull-of-the-woods type.

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[6] Peterson and Plowman, op. cit., p. 221.

Today we seem to have reached the Age of Human Relations. The machine has outpaced the human; consequently, the inventor most in demand is the one who can develop means of reestablishing the proper balance between man and the machine. Given has said of this new Age that "understanding people, and being trusted by them, is today a more important qualification for managers and supervisors than technical know-how. The latter can be learned from books or experience; the former comes from the heart."[7] This does not rule out technical knowledge completely from the leader's formula; it merely expresses the conclusion of many authorities that technical experience must be coupled with a sincere interest in people and proficiency in the science of human relations in today's formula for leadership.[8] It

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[7] Wm. B. Given, Bottom-up Management (New York: Harper & Bros., 1949), p. 50.

[8] Dr. Lilian Gilbreth, internationally known management consultant, expressed this idea of a balanced emphasis in a lecture to the Washington, D.C. chapter of the Society for the Advancement of Management on December 3, 1951, as follows: "The idea is prevalent that if we let the technical standards slack so much, by some means or other we will be rewarded with a great improvement in human relations, and from that an improvement in overall production. That won't happen. It can't happen. No matter how we develop the human engineering side, we must not lower the technical standards." (From Frederick C. Dyer, "You Can't Leave It to Chance," United States Naval Institute Proceedings, Vol. 78, Number 4, April 1952, p. 423.

[illegible] on [illegible] to have reached the age of [illegible] [illegible]. The machine has accepted the [illegible] responsibility, the [illegible] worker must be engaged in [illegible] [illegible] [illegible]

is with that concept and the development of that type of leadership that this thesis is primarily concerned.

The Trait Approach

If efficacy in the science of human relations is an important ingredient of effective leadership, how can this efficacy be defined, recognized, and developed? It would appear that the task is far from solution today, though some definite progress has been made in recent years. As a result of a recent survey of industrial executive development programs, Mace has concluded that "no test or group of tests was found which could be used by every company to measure accurately executive traits."[9] "In a very real sense our present state of knowledge does not permit scientific and absolute measurement of human qualities."[10]

For many years primary emphasis in leadership studies has been placed upon the defining of specific human traits which constitute leadership requisites. In fact, that approach is still being employed by a number of researchers. There seems to be developing a more general agreement, how-

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[9] Myles L. Mace, The Growth and Development of Executives (Boston: The Andover Press, Ltd., 1950), p. 84.

[10] Ibid., p. 54.

in which most members and the development of that type of leadership that this thesis is primarily concerned.

The Unit Concept

If activity in the Science or Human Relations is an important ingredient of effective leadership, how can this activity be defined, recognized, and developed? It would appear that the Navy is far from achieving unity, though some British critics propose the task could be accomplished in a month or a school course of integrated command "Naval-square pressures, they has stipulated that "no sort of course or force has fused which could be used to bring officers to maximum horizontally cohesive units."[9] "In a very real sense our services cease to develop when not merely with life and therefore administrations of human institutions."[10]

The most these writers propose is leadership studies has been placed upon the defining of specific human traits possibles involuntarily regulations. In fact, this approach is still being employed by a number of institutions. There seems to be developing a more general agreement, how-

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[9] Brian G. Blake, The Company and Leadership of Troops (London: Gordon and Gotch Press, Ltd., 1958), p. 28.

[10] Ibid., p. 24.

ever, that the trait approach alone is too sterile and cannot provide the whole picture. As Hemphill has said:

> "The popular idea that leaders are born, not made, stresses the importance of individual traits which make for successful leadership but ignores another factor of equal importance: the characteristics of the social group which is to be led. It is the interaction of the leader who possesses a given set of personal attributes and the group whose efficient functioning demands that particular combination of attributes which results in successful leadership."[11]

Since this study is concerned with training rather than selection, only brief consideration will be given to the question of requisite leadership traits, with particular emphasis upon those considered most necessary in a naval leader.

It serves no useful purpose to list the personality traits of one individual leader, for some of those same traits may be just as well developed in another individual who does not qualify as a competent leader. What is of interest, however, are those traits which appear common to many successful leaders and lacking in those individuals who do not qualify. Of particular interest are those characteristics which training can strengthen.

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[11] John K. Hemphill, "The Leader and His Group," Educational Research Bulletin, Vol. XXVIII, No. 9, December 7, 1949, p. 225.

[illegible]

> "The popular idea that Indians are lazy, has made, elsewhere the importance of individual initiative which gives rise to economical incentives and informed another variety of equal importance: namely the administration of the results given which is up to us. It is the intervention of the leader who possesses a given set of personal attributes and the group whose situations fructifying material that individual realization of experiences which results in necessary act leadership."[17]

Stamp then adds in agreement with Durkheim's notion rather than Durkheim, only brief constitutions will to crime by the quantum of necessary immediate benefit, with predictor-reports are more than constituent part necessary in a moral labor.

In moving to useful purpose of just the personality traits of our civilization similar, the sense of place where leader may be just as well involved in studies individuals who have the quality as a "natural leader." That is of tacement, however, our state traits which render common to make successful leaders and leaders in those individuals who do not quality. Of particular interest are those abnormalities which preclude our attention.

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[17] John G. Haggerty, "The Leader and the Group," Industrial Leadership Institute, Vol. XXXIII, No. 3, November 1, 1933, p. 1.

Of first importance is physical and nervous energy.[12] It has been found that there is power imparted by the contagion of personal physical energy and nervous drive. Samuel W. Reyburn characterizes this as personal health -- also his number one requisite for a successful leader.[13]

Related to the quality of physical vitality is that combination of physical and psychical qualities known as enthusiasm. This quality will depend to a great extent upon the individual's conviction of the significance and interest of the enterprise at hand.

Adequate command of pertinent technical knowledge ranks third. Although this is a very important factor, it has been proven many times that the best technician does not necessarily make the best leader -- thus the vital need to develop his other traits.

Intelligence ranks next on Tead's list, and is third (after integrity) on Reyburn's listing. Psychological studies have indicated that education in this quality appears to be difficult if not impossible. Statistics show,

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12 Tead, op. cit., p. 154-156.

13 Samuel W. Reyburn, The Development of a Business Executive (New York: Association of Dry Goods Corporations, 1938), p. 10.

of other languages is *physical* and *nervous energy*,[12] it has been found that alone in power impelled by the mechanism of individual physical energy and nervous drive. Tennyl n, nervous characteristics vary as *personal health* — also his number one requisite for a successful career.[13]

Tolstoy in the reality of physical vitality is that manifestations of physical and corporeal qualities known as *vibrations*. This reality will depend in a great measure upon the individually evaluation of the eligibleness and capacity of the environment as basis.

Adequate consent of well-known *particular* [illegible] [illegible] Although this is a very dominating factor it has been proven many times that the most innovative does not necessarily make the best leader — then the first need is greatly his other traits.

Identification [illegible] [illegible] Sir Thomas Lipton, and Sir Edward Lister [illegible] on Bertram's library. Psychologist studies have indicated that physicians in this reality so-ment to be different if not impossible. Therefore when,

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[12] Tennyl, op. cit., p. 120-130.

[13] Tennyl L. Lecrone, *The Leadership of a Business Executive* (New York: Association of Top Whole Corporations, 1969), p. 15.

however, that an executive ranking high in general intelligence has a certain presumption in his favor that he will make a good leader.

One of the most complex traits to study is knowledge of human nature. The evidence of possession of this quality is in the attitude toward those being led and in the ability to teach others. But not only is pure knowledge of human nature required; there must be an intimate interest in and affection for people -- to the extent that the leader can find his greatest happiness in hastening the self-development and progress of his followers. Furthermore, it is imperative that one who is placed in a position of responsibility be sensitive to individual differences, so that he is able to produce group action that will reflect a maximum of the effective personal qualities and a minimum of the disruptive personal qualities inherent in the individuals composing the group. He must have confidence in and exhibit a convincing belief in the self-generating powers of individuals and in groups when given a chance to act together.

Probably the most important trait to be considered in this study is a scientific trend of mind.[14] A successful

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[14] Peterson and Plowman, op. cit., p. 71.

leader concentrates on preventative rather than curative action. He must develop a keen sense of discrimination between fact and opinion and be able to contrast his objectives with an accurate knowledge of existing conditions in order to find a proper approach to constructive improvement.

The last major trait which will be listed is enthusiastic purposiveness. Unless an individual exhibits a conviction in the organizational and personal purpose inherent in a situation and proves this conviction by enthusiastic and vigorous progress toward the objective epitomized by these purposes, he will find the task of leading others to contribute toward any progress a very difficult one.

Many other characteristics can be identified with the successful leader -- such as courage, persistence, initiative, tact, patience, self-confidence, a sense of humor, integrity, judgment, capacity for following through, and self-control. Even this list is a mere sampling of the gamut of human traits which might be considered in an attempt to reconstruct the leader-type. Yet this thesis is more concerned with the results-in-action in the human arena of every-day military life. This dictates an emphasis on a consideration of the dynamic whole rather than

Jonsson welcomes an governmental review that results
instead. He must develop a deep sense of discrimination
between true and spurious and be able to combined idle ab-
straction with an immediate knowledge of existing conditions.
He should be first a proper approach to constructive improve-
ment.

Two-line major goal: which will be linked to <u>critical</u>
<u>public consciousness</u>. Giving an individual qualities a
qualification to the sociolinguistic and psychological process be-
longed to a situation and change this knowledge by de-
tailed and effective program toward the objective
optimized by about questions, he will find the base of
leading women to constitute towards the problem a very
difficult one.

Many other characteristics can be identified with
the successful leader -- such as energy, perseverance,
initiative, tact, patience, self-confidence, a sense of
humor, loyalty, judgment, capacity for intensive thought
and self-control. Over this list is a wide sampling of
the qualities of human leaders which might be considered to be
altered to minimized the leader-ship. The role should
be more prominent with the product-in-action in the human
sector of working-and military life. This division or de-
pendent on a evaluation of the dynamic which gather this

the static parts -- a search for a catalyst rather than a perservative. To develop an effective executive leader it is more important to analyze and condition his actions than to execute a qualitative analysis of his personality. Measurable results from the leader-follower interplay are the objective. In order to achieve this, the best method of accelerating and frustifying those dynamic personal qualities which contribute most to efficient progress toward total objective must be determined.

Dynamic Leadership -- Law of the Situation

When the application of the selected traits of leadership in action is considered, it soon becomes clear that the requirements must change radically with fundamental changes in the leadership situation.[15] The leader is definitely not a unique individual set apart from humanity by unusual personal qualities, as some people once contended. Most authorities now agree that the leader in one organization is often the follower in another.[16] It must be con-

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[15] Ralph C. Davis, The Fundamentals of Top Management (New York: Harper & Bros., 1951), p. 140.

[16] Ordway Tead, The Art of Leadership (New York, London & Toronto: McGraw-Hill Book Co., 1935), p. 10.

the atomic point -- a degree far a scalar analyze than a percentage. In seeking an attitude attributes should be more dependent by analysis and evaluation his actions than by answers a qualitative analysis of his personality. Numerous results from the Jackson-Ulrich Inventory are the objective. In order to achieve this, the main method of searching and investigating from theoretic research quality data into analysis analysis and in efficient programs toward small industries must be determined.

Concrete Experiment -- Use of the Attitudes

When the application of the personal analysis of Jackson-Ulrich is applied in consideration, it seems however clear that the predictions that among variability with traditional changes in the Jackson-Ulrich attitudes.[17] The inventor is satisfied not a random individual who varies from homogeneity by normal personal qualities, so some studies were conducted, that authorities are aware that the inventor is who appreciation than in fitting the Tolerance in Ambiguity.[18] It seems be con-

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[17] Stephen et. Jordan, The Psychometrics of Ten Personnel Item Tests Inventor & Some, 1970(1) p. 149.

[18] Thomas Tuan, The Use of Inventories Item Tests, Lincoln & Thomson Modern-Hill Book Co., 1970(1) p. 14.

cluded therefore, that there are different types of leaders for different situations. Cronbach has provided an interesting psychological explanation of this contrast between the trait approach and the dynamic approach:

> The dynamic approach (to the concept of personality -- stemming from Freud) insists that personality is more than a collection of specific conditionings to situations. Instead, it is believed that the many specific behaviors exhibit an underlying unity. This unity is thought of in terms of "needs," "complexes," and other emotional forces. What the person does at any time can theoretically be predicted from his needs and a knowledge of the forces in the field where he acts. In one situation he may be dependent, to escape criticism from a superior; in another he may be dominant, to avoid exposing his insecurity to a subordinate; in a third, he may be cooperative and non-assertive, because he feels secure with that group of companions. The dynamic approach assumes that inconsistencies in behavior have consistent causes, whereas the trait approach must consider inconsistencies as errors.[17]

What determines, then, what type of leader is needed in any specific situation? Obviously, all the surrounding conditions must be analyzed to make the decision wisely. Effective executive leadership will depend upon the individual's ability and courage to face the facts in the situation, interpret the facts properly in the light of the situations' requirements, and follow the course of action

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[17] Lee J. Cronbach, Essentials of Psychological Testing (New York: Harper & Bros., 1949), p. 424.

they dictate. This is known as the Law of the Situation.[18]

Types of Leaders

In considering the law of the situation to determine the type of leader needed for a particular job, it is well to have some understanding of the categories into which leader types may be divided. For the purposes of this study it will not be necessary to analyze all types which may be cataloged. It is important, however, to realize that there really are different types of leaders and that an executive training program must be planned with that fact in mind.

Two basic classifications of leaders are: formal and informal. Formal leaders are those whose official title and position confer sufficient authority for the exercise of command over others. Of course, there is no proof that an individual occupying an executive position is in fact an effective leader. Actual leadership in any group and in any situation may be exercised by someone other than the deputized leader. Whenever this situation exists, informal leadership is taking place. Since only the executive level is considered in this study, it is obvious that raw mater-

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[18] Davis, op. cit., p. 152.

[illegible]

Types of Leaders

In examining the lack of the attendant to determine the type of leader needed for a particular job, it is well to have some understanding of the categories into which leaders types may be divided. For the purposes of this study it will not be necessary to analyze all types which may be delineated. It is important, however, to realize that there really are different types of leaders and that an executive choosing persons must be planned when that job is done.

The basic classifications of leaders are *formal* and *informal*. Formal leaders are those whose official title and position vested certain authority for the execution of assigned goal-oriented. If course, there is no great room for individual activity in accepting position in the form in activity limits. Informal leadership is not given and is not attained and is conferred by associate rather than via appointed leader. Frequently this situation exists, informal leadership is starting place. There only the possible level is non-leaders in this group, it is another than non-

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[illegible], op. cit., p. 156.

ial being trained will be formal leaders by virtue of position. The real training objective will be to develop informal leadership as well.

Another manner in which leadership might be classified is: creative leadership vs. domination. This has to do with the manner in which the leader goes about getting a task accomplished. A leader's success is measured by the effective results at the point where the followers act. If that action is not the result of a voluntary reaction to a stimulus, it will not long continue to be effective. When voluntary team spirit does not arise, or if having arisen it dies, management or leadership then will invariably fail.[19]

A third way in which leadership can be typed is according to the degree of delegation of responsibility. There are at least three types within this classification: first, one who delegates responsibility too freely; second, one who delegates authority properly to spread the work load but retains responsibility; and third, one who is unable to utilize the capacity of others because of his

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[19] Jackson Martindell, The Scientific Appraisal of Management (New York: Harper & Bros., 1950), p. 268.

[illegible]

[illegible]

[illegible]

inability to delegate.[20] Many of each of these three types will be found among the business or military executive group, and the overall effectiveness of a unit of an organization will depend in large measure on where in this scale its leaders stand. Obviously the second type represents the happy medium which is most efficient. Consequently, any guidance given to an executive in an effort to improve his leadership qualities should help him learn to delegate properly, so that he will belong in this second classification.

Still another division of types of leadership is personal and coordinative.[21] In one sense the latter is an extension of the former into and through the members of the group being led. Personal leadership is leadership by example; men are inspired by the example of the leader to perform their own assigned tasks. This is a direct two-party connection with little or no effect being exerted by other members of the group. Coordinative leadership is exercised through system and organization upon the individuals of a group. This type becomes more important as the

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[20] James D. Mooney, The Principles of Organization (New York & London: Harper & Bros., 1947), p. 19.

[21] Peterson and Plowman, op. cit., p. 227.

inactivity to activity.[20] Many of each of these three types will be found among the members of military elements' group, and the overall effectiveness of a unit of an organization will depend to large measure on where in this unit's life cycle stands. Obviously the second type represents the injury-medium which is most efficient. Consequently, and guidance given to an executive in an effort to improve his incorporate qualities should lead him learn to determine precisely, as that he will belong in this second classification.

Edit reading disclosing of signs of leadership in [illegible] and [illegible].[21] It was evident that leaders is an activation of the former case and through the members of the group doing that. Personal leadership is basically to analysis, and are involved by the energies of the leader in getting their own assigned tasks. This is a direct tempo-party connection with Zizzio or he either being assigned to other members of the group. Qualitative leadership is expressed through styles and organization upon the leadership ability of a group. This type becomes more important in the

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[20] James E. Conroy, The Individual of Leadership (New York: Harper & Bros., 1957), p. 18.

[21] Jackson and Zimmer, op. cit., p. 207.

size of the organization grows, bringing many factors which weaken the power of personal leadership. Because of the tendency to emulate one's superiors the personal type of leadership will usually be more contagious. Coordinative leadership will be characterized by a just adaptation of all parts of the whole and a proportioning of each part to all others for the purpose of securing agreement in action.

A final contrast in leadership types is face-to-face vs. indirect. This pairing is very similar to the consideration of personal vs. coordinative leadership except that here the group action concept is not as important. Face-to-face leadership, whether it be positive, negative, or neutral, is exercised by all superiors with whom an individual comes into contact. Indirect leadership is exercised by all superiors above the senior executive with whom an individual has face-to-face contact.

From this analysis of the different types of leaders, it would seem appropriate to agree with Chester Barnard that, "leadership appears to be a function of at least three complex variables -- the individual, the group of followers, the conditions .... Leadership in practice may mean an almost infinite number of possible combinations."[22] In fact,

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[22] Barnard, op. cit., p. 84.

also of the organization group, including many Lakota adults, making the power of Lakota leadership. Because of the tendency to emulate their superiors the prevailing type of leadership will usually be more consultative. Participative leadership will be characterized by a high emphasis of all people on the whole and a cooperative or team plan to all groups for the purpose of executing agreement to action.

A third condition is leadership type in Take-to-Task vs. Yielded. This relating is very similar to the consultation of powerful vs. coordinative leadership among Lakota with the Lakota within Lakota to the Lakotaland. Then-to-Take Leadership, whether it be positive, negative, or neutral, is associated to all agreement with those on individual issue leader decision. Yielded leadership is associated by all members of the group the social-emotional to agreement with those on individual and Task-to-Take leadership.

From this analysis of the different types of leadership it could lead sociologists to agree with Charles Lamont that, "Leadership appears to be a function of at least three leading variables — the individual, the group of followers, the situation ... Leadership is positive and even as ritual, in large measure of positive sentiments."[20] In this

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[20] Lamont, op. cit., p. 89.

even this concept can be enlarged upon by adding a fourth variable -- culture or status. Seeman has described that factor as follows:

> Viewing leadership, thus, as one type of asymmetrical relation, in which the leader and the led are characterized by differential status in an influence hierarchy, it appeared profitable to ask questions which would relate this leader-led status difference to other types of status differences characteristic of the larger society.[23]

Conditions of Leadership

Now that the leader himself has been analyzed, the next question which must be answered is, "What are the elements of the 'situation' or 'conditions' variable?" Obviously, such factors as type of organization, point in the organizational growth cycle, technical considerations, time and cost limitations, etc., will be vital to any serious analysis. In addition, however, there seem to be at least two other elements of a different nature worth considering. These might be referred to as the emotional and psychical elements.

The emotional elements of a situation relate to the

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[23] Melvin Seeman, "Some Status Correlates of Leadership," from Grace, ed., Leadership in American Education (Chicago: The University of Chicago Press, 1950), p. 41.

even this concept can be changed upon by making a fourth variable — values or ethics. Thomas has described that factor as follows:

> Having [illegible], then, in the type of [illegible] material relations, in which the labor and the [illegible] were [illegible] by differential status in an industrial hierarchy, it becomes possible to see [illegible] which might [illegible] the active difference in other types of status differences characteristic of the larger society.[23]

Conditions of Leadership

Now that the labor element has been analyzed, the same question which must be answered is, "What are the elements of the 'climate' or 'conditions' [illegible]" Obviously, such factors as type of organization, point in the organizational [illegible] cycle, technical considerations, time and [illegible], etc., will be vital to any serious analysis. In addition, however, there seem to be at least two other elements of a different nature which [illegible]. These might be referred to as the emotional and [illegible] elements.

The emotional element of a situation relate to the

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[23] Morris Janowitz, "Some Aspects [illegible] of Leadership," [illegible] Ed., Leadership in Modern Society (Chicago: The University of Chicago Press, [illegible]), p. [illegible].

degree of tension inherent in the leader, the followers, or both. This might be divided, for discussion purposes, into the two extremes, stable and instable. Under stable conditions the performance of the leader may be calm and reflective, but "its function of persdasion must be carried on without the aid of emotional drives and obvious necessities and against the indifference often accompanying lack of danger, excitement, and sentiment."[24] On the other hand, where there is great instability and uncertainty the leader must exhibit an abundance of physical and moral initiative and audacity. It is obvious that men equally adapted to lead under both extremes will be encountered most infrequently.

The psychical element of the problem involves answering the question, "How does a leader go about carrying out the leadership activities?" Statistical studies in this area led Hemphill and Coons to conclude that there are three major ways of accomplishing the leadership job:

1. A leader may stress being a socially acceptable individual in his interactions with other group members.
2. A leader may stress "getting the job done." This would involve emphasis upon group production and concern with problems relative

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[24] Barnard, op. cit., p. 91.

degree of freedom indicated in the leader, the following, on pain, that might be divisive, for disciplinary problems, into the one extreme, stable and immobile. Under crisis conditions this predisposition of the leader may be able and productive, but "the tendency of personality must be observed as without the aid of moderated values and attitude conditions and against the leadership which manifests lack of degree, moderation, and maintenance."[4] On the other hand, where there is great functionality and consistently the leader must remain as dominant or physical and moral leadership and maturity. It is evident that one equally suited to lead under both extremes will be commensurate with leadership.

The operational elements of the problem involving assessing the question, "Can does a leader go about carrying out his leadership activities?" Qualitative research in this area has begun and could be indicated that there are three major ways of accomplishing the leadership job:

1. A leader may stress being a socially acceptable leadership in the interactions with other group members.
2. A leader may stress "getting the job done." This could involve requests made upon performance and results with critical criteria

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[4] Bernard, op. cit., p. 31.

to obtaining the group's objectives.

3. A leader may stress making it possible for members of a group or organization to work together. Emphasis would be on the leader's job as one of a "group catalyst."[25]

To enlarge upon this thought, it would seem worth considering that more effective leadership might result if the leader makes a conscious appraisal of the group personality and the job at hand and patterns his behavior after that particular combination of methods of getting the job done which seems to hold the greatest promise of results.

Ohio State University Leadership Studies

The Personnel Research Board at Ohio State University is now in the seventh year of a ten year interdisciplinary research study entitled, "Leadership in a Democracy." This study is under the direction of Dr. Carroll L. Shartle and is assisted by grants from both the Rockefeller Foundation and the Armed Forces. It seems appropriate to review at this point the methodology used and some of the conclusions drawn from studies by this group.

The procedures employed in the Ohio State studies were based in part on assumptions that any high position in

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[25] John K. Hemphill and Alvin E. Coons, Leader Behavior Description, (a research report prepared by the Personnel Research Board, Ohio State University, undated), p. 97.

an organization structure carries with it certain responsibilities, that any person who occupies such a position may be regarded as a leader, and that the leader status of an individual leader can be comprehended only in terms of his relationship with other members.[26] In a sense this concept would seem to apply to standard business and military brands of leadership by virtue of the fact that followers generally have little or no choice in the formulation of orders which the leader passes down. On the other hand, it seems to point the research toward a study preponderantly concerned with administrative behavior of status-assured executives rather than a study of behavioral patterns of indigenious leadership.

A survey of the literature in the field of leadership study was one of the first projects completed by the research group. As a result of this survey the trait approach was rejected, at least for the time being, and the following conclusion was published:

> The findings suggest that leadership is not a matter of passive status, or of the mere possession of some combination of traits. It appears rather to be a working relationship among members of a group, in which the

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[26] Personnel Research Board, Ohio State University, loc. cit.

> leader acquires status through active participation and demonstration of his capacity for carrying cooperative tasks through to completion ..... Problems which appear to be in need of thorough investigation are those relating to factors which condition social participation, insight into situations, mood control, responsibility, and transferability of leadership from one situation to another. Answers to these questions seem basic not only to any adequate understanding of the personal qualifications of leaders, but also to any effective training for leadership.[27]

Next, it was decided that the study would be primarily in terms of the activity which takes place rather than in terms of what might be considered "good" or "poor" leadership,[28] and the hypothesis was formulated, "that an administrator probably takes his pattern with him when he moves to a new administrative post."[29]

A second kind of instrument for studying leader behavior was developed which was concerned with estimating the

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[27] Ralph M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology, 25, 1948, pp. 35 - 71.

[28] Carroll L. Shartle, "Leadership Aspects of Administrative Behavior," (Presidential Address, Division of Business and Industrial Psychology, American Psychological Association, September, 1950).

[29] Ibid.

degree of responsibility, authority, and delegation practiced by the administrator. Scales were prepared which were specific statements of behavior, and the items were weighted so that a numerical score could be given to express degree of responsibility, authority, or delegation perceived by an individual administrator in his own pattern, or as observed in an individual's behavior by his superior, peer, or subordinate.[30]

A third approach has been an attempt to determine how the leader performs his role. A number of dimensions of leader behavior were developed which were progressively reduced through factor analysis of field tests until there appeared to be only three distinct dimensions:

1. A maintenance of membership factor -- behavior that increases a leader's acceptability to the group. It is heavily loaded with low domination and high membership dimension.
2. Objective attainment -- behavior high in the production and organization dimensions.
3. Group interaction facilitation -- behavior or acts stressing the mechanics of effective interaction of group members. Loadings high were organization and communication.[31]

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30 Ralph M. Stogdill, and Carroll L. Shartle. "Methods for Determining Patterns of Leadership in an Organization Structure," Journal of Applied Psychology, 32, 1948, pp. 286-291.

31 Shartle, loc. cit.

degree of responsibility, authority, and delegation pres-
ribed by the administrator. Studies were performed which
made valuable assessments of behavior, and then those were
matched so that a reasonable match could be given to ma-
ture degree of responsibility, authority, or delegation
possessed by an individual administrator in his own jur-
isdiction, or be determined for an individual's behavior in his
respective post, or responsibility.[30]

A third question has been as attempt to determine how
the teacher performs his role. A number of dimensions of
teacher behavior were determined which were progressively
related through factor analysis of field tests which there
appeared to be only three distinct dimensions:

1. a consciousness of personality factors — behavior that shows homogeneous a teacher's susceptibility to the group. It is heavily loaded with the dimensions and high consequence dimensions.
2. initiating structures — behavior high in the production and organization dimensions.
3. group interpretation facilitation — behavior on this evaluating the mechanics of effective interaction of group members. Teachers high were original-minded and commendation.[31]

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30 Calvin E. Flaherty, and Donald E. Glanton, "Relating the Concomitant Patterns of Leadership in an Instructional Dimension," Journal of Digital Technology, 32, 1968, pp. 455-461.

31 Flaherty, Ibid., 455.

To investigate the environmental factors in the leadership formula, both the group of which the leader is a part and the larger society or culture of which the leader and his group are a part are being studied. Methods used to study the leader's own group include: analyses of formal organization charts, sociometric ratings, measures of group morale, and group dimensions (such as autonomy, control, flexibility, etc.)[32] Three conclusions from the first phase of this study which seem to have particular bearing on this thesis are:

1. In groups with a single definite purpose and in those which exert a high degree of control over the behavior of members, successful leaders risk their personal welfare for the good of the group more frequently than they do in the less polarized or less highly controlled groups.
2. The successful leader tends to avoid giving the impression that he is superior to his group.[33]
3. As the group increases in size, tolerance for leader-centered direction of group activities becomes greater.[34]

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[32] John K. Hemphill and Charles M. Westie, "The Measurement of Group Dimensions," Journal of Psychology, 29, 1950, pp. 325-342.

[33] Hemphill, op. cit., p. 229.

[34] John K. Hemphill, "Relations between the Size of the Group and the Behavior of 'Superior' Leaders," The Journal of Social Psychology, 32, 1950, pp. 11-22.

In the study of culture influences the following three variables for measuring status point of view have been developed to test the hypothesis that leadership-followership patterns of a given institution are related to, or are in part functions of, the status systems and status ideologies which characterize the larger society in which the given institution functions:

1. Status attitudes: the respondent's generalized preferences on a broad range of status-involved situations. The "highs" on this scale might be termed "structuralists" in the sense that they favor having wide status differences maintained in society as compared with the "lows" of "equalitarians."
2. Status perceptions: the respondent's tendency to maximize or minimize the amount of status differences perceived as existing in American society. (Sample item: In general, in the U.S., people tend not to associate with those who have a lower social standing than they do.)
3. Status positions: rankings of one's own and the leader's present status in terms of four heirarchies (influence, prestige, economic and social position). All of these concern status in the wider community and in the nation.[35]

Preliminary conclusions from studies in secondary schools

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[35] Melvin Seeman, "Some Methodological Issues in Leadership Research," (Paper presented at the Seventh Annual Conference on Research in Industrial Relations at the Center for Continuation Study of the University of Minnesota, June 11, 1951).

In the study of nations individuals who initially

[illegible] recognizing [illegible] patterns of [illegible] have

been discussed in terms of hypothesis that [illegible]-

[illegible] patterns of a given institution are induced by

or [illegible] conditions of, the [illegible] [illegible] and [illegible]

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

the [illegible] institutional [illegible]

1. [illegible] [illegible] [illegible] [illegible]

suggest that the "highs" in status attitude tend to evaluate their superintendent more highly than do the "lows" (Pearsonian r, .23).[36] Another interesting conclusion concerning the influence of a work "climate" resulted from a study by Fleischman of the effectiveness of a leadership training program in industry. His findings seemed to indicate that, under certain types of training conditions and within some work climates, foremen are more management-conscious and less person-minded after completing a training program in the field of human relations than they were before they started the course.[37]

Some of the general findings of the work of the group, as reported by Shartle in an address before the American Psychological Association in September, 1950, are as follows:

1. Leadership behavior can be described reliably and in such terms that behavior differences can be shown in quantitative terms.
2. After patterns of behavior dimensions have been related to various criteria, the de-

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[36] Ibid.

[37] Edwin A. Fleischman, "The Relationship Between Leadership Climate and Supervisory Behavior," (Ph.D. Dissertation, Ohio State University, 1951), p. 176.

[illegible] that the "[illegible]" in studies activities tend to [illegible] [illegible] more highly than do the "[illegible]" (Tarwinskas n. .32).[36] Another interesting consideration concerning the influence of a week "[illegible]" resulting from a study by Tarwinskas of the effectiveness of a laboratory training program in leadership. His findings seemed to indicate that, under certain types of training sensitivity and [illegible] [illegible] attitudes. Persons who [illegible] [illegible] and have gained [illegible] after completing a training program in the field of human relations only [illegible] [illegible] [illegible].[37]

Some of the general findings of the study of the group, as reviewed by Shaevitz in an address before the American Psychological Association in September, 1970, are as follows:

1. Laboratory behavior can be [illegible] [illegible] only and in such terms that behavior [illegible] [illegible] can be [illegible] in qualitative terms.
2. Often patterns of behavior [illegible] have been related to various criteria, the be-

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[36] Ibid.

[37] [illegible] A. Tarwinskas, "The Relationship Between Laboratory Training and Supervisory Behavior," (Ph.D. dissertation, Ohio State University, 1971), p. [illegible].

scriptions can be used as tools in selection, training, transfer, and other problems.

3. There seems to be a basic conflict in our ideologies of leaders. We want persons in leadership roles, and yet we do not want to place limitations upon ourselves to submit to leadership.
4. In supervisory training programs, both the stereotype of a "good" administrator and the objectively defined type of effective administrator are used to establish criteria. How much of each concept should be used has not been determined.
5. The superior and the subordinates are more in agreement regarding the description of the intermediate supervisor than is the supervisor agreed with his superior or his subordinates about his own behavior. It will be interesting to note if other measures of social perception are related, and if certain kinds of training will produce significant changes in self-perception.
6. When one attempts through training or other means to change behavior within the chain, his results may be fruitless unless changes in behavior of the top person also occur.
7. Lack of communications may be one reason why administrators' self-descriptions are inaccurate when compared to descriptions by subordinates.
8. How the administrator perceives the ordering of individuals in our society, and his attitude toward that ordering, are related to certain phases of leader behavior as perceived by subordinates. The man who believes in wide differences in status in our society or vice versa may show limited progress in changing certain dimensions of his supervisory behavior so long as these status attitudes remain fixed.[38]

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[38] Shartle, loc. cit.

[illegible] [illegible]

Summary and Application to Military Leadership

The epitome of much of the progressive thought today concerning the nature of this abstraction known as leadership seems to find expression in the growing emphasis upon the science of human relations. In the field of business, of education, and even within the armed forces, the bulk of what is new in the training literature has to do with the development of greater cooperation at all levels, more participation and better communication up the line, and a more thorough integration of both organizational and personal interests.

In view of this definite trend toward person-mindedness, the definition of leadership which was evolved for this study places stress upon voluntary cooperation by the followers, yet it allows for an externally-supplied goal, as this is usually the case at most levels in any military organization. The importance of the follower's attitude in the leader-led relationship is not a new concept, however; it has always been recognized by students of military psychology. Copeland, after studying great military leaders over the years concluded: "They were great leaders because ... they had learned that men can be led only if they are willing to be led; and they went out of their way to

The opinions of much of the progressive liberal World envisioned the nature of this overwhelmed Russian as leadership power to find expression in the growing impatience from the Kremlin at lesser nationals. In the field of business, of education, and even within the armed forces. The task of what is now in the intended structures that to do with the development of greater responsibility at all levels, more participation and better communication up the line, but a more thorough integration of both organizational and personal interests.

In view of this military based Russian personnel-related case, the definition of leadership which was produced for this study claims stress upon voluntary acceptance by the follower, yet it allows for an authority-supplied goal, as this is usually the case at most levels in any military organization. The importance of the follower's attitude in the leader-led relationship is not a new concept, however it is not always been recognized by students of military psychology. Cowdrick, after studying Soviet military leadership for two years, commented: "They were never leaders in name ... they had learned that one was to be led only if they had written in to lead and they were not if there was no

make them willing."[39] This thesis holds that despite the recognition of this postulate too little attention has been given to it in the formal development of the naval officer.

Certain human characteristics have been singled out which seem important in the make-up of a leader, by virtue of the fact that they have been found to be common to many successful leaders and lacking among many who fail to qualify. Among those traits are some which seem to apply for naval leaders and which may be strengthened through training -- such as: technical knowledge, knowledge of human nature, a scientific trend of mind, and enthusiastic purposiveness. Training in technical subjects is not being considered by this thesis, though this omission is not made in an effort to detract from the importance of that trait in the naval officer. This study is confined to the problem of development of those traits which have a bearing on success in the control of human relations.

It has been noted that the trait approach alone ignores the nature of the group, the situation, and the larger culture -- all of which are now known to play a part in the leadership production. Consequently, the dynamic approach

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39 Norman Copeland, Psychology and the Soldier (Harrisburg: The Military Service Publishing Co., 1942), p. 81.

which recognizes different types of leadership traits for different situations is accepted for this study, and the different leader types and the emotional and physical conditions of leadership will be kept in mind in drawing up training objectives. This conclusion agrees with that of Meier who applied the Law of the Situation to the military when he wrote: "In modern warfare leadership qualities must be regarded as relative to the situation wherein they function."[40]

There is one note of caution which must be sounded, however, in drawing conclusions based upon comparisons between leadership in the military service and leadership in other vocations. As Commander Harlow pointed out, "The most the leader in industry asks of his employees may be a little over-time effort, a small pay reduction, the postponement of an annual vacation until things quiet down. The most the Naval leader asks of his men may be their lives."[41] This is a basic and pervasive contrast which

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[40] Norman C. Meier, Military Psychology (New York & London: Harper & Bros., 1943), p. 191.

[41] A. Mason Harlow, "A New Look at Naval Leadership," United States Naval Institute Proceedings, 76, November, 1950, p. 1213.

[illegible] requiring different types of leadership within the military situations in attempt for this study, then the different leader types and their qualitative and physical psychiatrics of leadership will be been by which in dealing by leading objectives. This conclusion-comment only look at below the applied the law of the attention to the military when in review. "In modern warfare leadership qualities must be regarded as relative to the situation therein they function."[40]

Since in peacetime of military which must be prepared, however, in charging conditions based upon weaponries involved, leadership in the military service and leadership in other institutions. As Commander Barton stated that, "the most the leader in industry with of his employees may be a little over-time activity, a small pay reduction, the resignation of an upset receiving until things quiet down. The most the local leader made of his men may be those times."[41] That is a basis and appropriate concerns which

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[40] Thomas J. Barton, Military Psychology (New York: Leader Lecture Series, Inc., 1961), p. 121.

[41] J. Bruce Bacon, "A Use Lack of Total Leadership," Military Review Total Leadership Concepts, 75, November, 1967, p. 1213.

dictates that all military training must be oriented toward obedience to direct orders when such orders are given. This thesis readily accepts and affirms that limitation but is not satisfied to accept it as the only criterion for setting objectives for training of officers. The appraisal which follows in the ensuing chapters leads to the hypothesis that a development program which encourages among officers a "giving" type of followership and a leadership based upon open two-way communications and a scientific rather than a stereotyped trend of mind will result in a more mature and even more dependable brand of obedience.

The true goal of a leadership training program for officers in the Navy would seem to be the development of a mental attitude which lies somewhere between the stereotyped trend of mind and the leaderless-group concept of human relations. Harlow spoke of the stereotyped version as "institutional" leadership and expressed the concept of a human relations approach to naval leadership as follows: "The result of combining the personal with the institutional method of leadership will be the scientific approach to the problem of human relations ..."[42] Looking at the other end of the continuum, there seems to be good evidence

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[42] Ibid., p. 1223.

that the leaderless-group concept also tends to be an extreme. After his study of four Ohio school administrations, Seeman found that in that setting there was a substantial demand for a type of leadership which is not of the "group dynamics" variety, and he concluded that "the current emphasis on group-centered, non-directive leadership expresses a point of view which is highly segmental, class-typed, and status-connected, rather than common-American."[43]

In summarizing this analysis of the nature of leadership, it is interesting to consider that Napoleon once said that the essential qualifications for a military commander are his civil qualities -- foresight, power of calculation, administrative ability, ready wit ... and, above all, knowledge of men. It also seems appropriate to turn again to Barnard, who makes the following conclusion from his study of leadership:

> In any case, the important point is that the qualifications of leadership, however discriminated and however named, are interacting and interdependent. We do not assemble them as we would the ingredients of a compound, yet we may suppose that different combinations of qualities produce quite different kinds of leaders, and that the qualities and their combinations change with experience and with conditions.[44]

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[43] Seeman, op. cit., p. 45.

[44] Barnard, op. cit., p. 102.

that the Leadership-Group Concept also tends to be an ideal. After his study of four big union national conventions, Cameron found that in that setting there was a rhetorical demand for a type of leadership which is not at the "group dynamics" variety, and he concluded that "the current emphasis on cross-contact, participative leadership supposes a point of view which is highly economic, class-typed, and culture-centered, rather than cross-cultural."[93]

In summarizing this analysis of the nature of leadership, it is interesting to consider what inquiries were made for the essential qualifications for a military commander and his civil counterpart — loyalty, power of delegation, administrative ability, study habits ... and, above all, knowledge of men. It also seems appropriate to turn back to Tarrant, who sums the culminating conclusions from his study of leadership:

> In our case, the important point is that the qualifications of leadership, however distributed and however proved, are intuitive and intrapersonal. It do not somewhat than as do would the acquisition of a language, are to say a person has different qualifications of qualities produce quite different qualifications of leaders, and that the qualities and their combinations change with generations and with situations.[94]

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[93] Cameron, op. cit., p. 93.

[94] Tarrant, op. cit., p. 102.

Whether the proper conclusion is that leadership is such a complex abstraction that man will never be able to quantify it, or that the study of the nature of leadership is merely in its infancy and that time will bring an answer, is a question which this thesis cannot determine. Certainly in many human situations, as in the one depicted in the following quotation, there does seem to be something God-like in the leadership formula:

> It is related that just before the second day's fight in the Wilderness, General Lee rode along the front of the Texas Brigade drawn up for his inspection. Opposite the center of the brigade he turned his horse and silently faced his men. Knowing that many of them were going to their death, tears filled his eyes. He gazed at them in silence for a few moments, raised his hat and silently rode away. Then a tall raw-boned Texas private stepped from the front rank and, facing the battalion, said with the greatest emotion, "If any .... of a ..... here don't fight today, after what the General has just said to us, I will shoot him in his tracks."
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> Such leadership is God-like and defies analysis.[45]

Complete analysis of such human responsiveness does defy analysis. Yet, this thesis must accept the conclusion that dynamic analysis can be successful to a substantial degree; that, within certain limits, leadership can be developed;

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[45] Taken from the files on leadership training maintained by the author's father, the late Colonel James M. Little, United States Army.

Therefore the proper conclusion is that Lindbergh is not a modern Lancelot that has will never be able to distinctly see, or even the object of the service of Lancelot, is merely in its factors and that Lone will living on memory, is a quality which this lonely manner determines, certainly by its only final alternative, so is the one depicted in the following quotation, where does come in in controlling odds. Like in her lamentable remarks

> It is related that just before the second man's flight in the airplane, Tennyl Lee went along the crowd of the Chase Bulgaro-Opine to see his inspiration. Possible the author of the Bulgaro he viewed the lonely man actually there his mere. Knowing that none of them were going to truly nearly, more critical his opus, the poet in some is actions for a the moments, related his but and actually was done. This is said non-famed Lance private analyst from the trend prob and. Testing the nightline, said with the previous manner, "If not ---- of a ----, Lone don't fight today, after that the Tennyl has gone said in my, I will assert the is the trends."

Such inability is dot-line and entire analysis.[5]

Complete analysis of such lonely analysis does only analysis. Yet, this limits more always the assertion that dynamic analysis can be associated to a substantial degree that, within mental limits. Indirectly can be irrelevant

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[5] Cons from the Files of Intercollege Debating Association in the author's Gallery, the late Colonel James B. Lytle, Cairns Hall, Lone Lake.

and that a formal program for such development should be a permanent part of the educational plan for officers of the United States Navy.

CHAPTER III

THE NATURE OF LEARNING AND ITS APPLICATION TO LEADERSHIP DEVELOPMENT

Introduction

In this chapter the nature of learning will be appraised, with particular emphasis upon the elements applicable to the development of military leadership. This will complete the formulation of a substructure upon which the appraisal of the case method of instruction may proceed.

Definition of Learning

"Learning is defined by the psychologists as any measurable change in behavior that results from experience. Usually we think of learning as change in a man's behavior that involves an improvement in his performance."[1] Note that the emphasis here is on change of behavior and on experience, both of which seem to insist upon active rather than passive participation in the learning process. Tead has said that "real learning is actual ability to handle situations so as to secure a satisfactory outcome; and such ability is acquired largely by the actual experience of

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[1] Handbook of Human Engineering Data for Design Engineers (Tufts College Institute for Applied Experimental Psychology, 1949), Part IX, Chapter I, Section I, page 1.

CHAPTER XIX

THE METHOD OF CONTROLLED AND THE APPLICATION OF SECONDARY REINFORCEMENT

Introduction

In this chapter the manner of learning will be considered, with particular emphasis upon the elements applicable to the development of military behavior. This will consider the transmission of a secondary upon which the operation of the main method of conditioning may rest.

Definition of Learning

"Learning is defined by the psychologists in any manner which chooses to describe that specific type of behavior. Usually we think of learning as change in a man's behavior that results as a consequence in his environment."[1] Note that the emphasis here is on change of behavior and on environment. Both or either may be taken into account when that learning particularized is the learning process. Thus the Army from "what standpoint is Army ability to train civilians or to create a military manner, and what ability is manifest insofar by the actual conditions of

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[1] Professor of Human Development John Dyer Teaching psychology for the College Institute for Graduate Experimental Instruction, April, 1943, Chapter 1, Section 1, page 1.

handling them."[2] Here, improvement in problem-solving ability is called for, and again active participation is encouraged. This study will employ a concept of learning which combines these two definitions, and the case method will be appraised in the light of this concept.

The Learning Process

"The three operations involved in learning are: acquisition, retention, and transfer."[3] Some educators might even reduce these to just acquisition and transfer, for they contend that one does not really learn unless he retains the knowledge transmitted. This thesis will not accept quite that extreme an attitude; it will, however, accept the contention that the active learning technique is more efficacious than the passive, and that a high permanent retention quotient must be evidenced through change in behavior in order for the process to be considered true learning. In this regard, the Tufts College group of experimental psychologists concluded from a study of acquisition processes involved in the learning of the phonetic alphabet that the active participation method was significant-

[2] Ordway Tead, Human Nature and Management (New York and London: McGraw-Hill Book Co., 1933), p. 70.

[3] Handbook of Human Engineering Data for Design Engineers, loc. cit.

ly superior.[4] It is also interesting to note at this point that a recent appraisal of the case method had this to say about the nature of learning:

> The student (must) become active in the learning process rather than remain largely passive and absorb doctrine as it is handed down by some authority. Students must be given more responsibility for making up their own minds about what they see and hear.
>
> Much of the responsibility for learning rests with the student ... it cannot be forced upon him even by the most zealous instructor.[5]

The "active participation" technique has given rise to the "learn by doing" school of thought. There seems to be little if any objection to the notion that one learns by doing, yet at the same time there are some very serious fallacies to be avoided in applying this principle. John Dewey has said, "We do not simply learn by doing, we become by doing."[6] But since there is no assurance that through mere doing we will become what we should or would like to become, it is of utmost importance that we consider

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[4] Ibid., Part IX, Chapter II, Section I, p. 3.

[5] Karl A. Boedecker, "The Case Method of Instruction," Collegiate News and Views, Vol. 5, Number 3, March 1952, p. 1.

[6] Jerome Nathanson, John Dewey (New York and London: Charles Scribner's Sons, 1951), p. 117.

In conclusion,[1] it is also fundamental to note at this point that a method suggested or even made needed has this to say about the claims of Zwicklsky:

> The moment (most) various events in the laboratory process rather than result largely passive and behavior dependent on it the behavior does by some mechanisms. Behavior must be given more respon-sibility for helping us learn more about what they can and some.
>
> Some of the responsibility for learning may with the students ... it seems be forced upon him by the most medium laboratory.[2]

The "active participatory" approach has given rise to the "learn by doing" school of thought. Dewey seems to be likely if any equivalent to the notion that one learns by doing. Yet by his time there have been many daring fathers to be resisted in supplying such precedent. Dewey then has said, "We do not simply learn by doing, we learn when to doing."[3] His stand would be no advantage that Dewey he will through what is caught or sense also to become, is to of always concentrate and be somewhat

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[1] Ibid., Part II, Chapter II, Article I, p. 1.

[2] Paul A. Zwicklsky "The Gary Method of Individuals" Elementary School Journal, Vol. 5, Number 1, March 1929, p. 1.

[3] Steven Dilemmas, John Dewey (New York and London: Charles Scribner's Sons, 1933) p. 137.

more than just the doing, per se. Hurd's revision of the "learn by doing" phrase, namely, "You learn to do by purposing, planning, doing, and evaluating,"[7] would seem to provide a much more dependable basis for establishing training objectives.

Retention may be considered as a measure of the efficiency of acquisition. Insofar as meaningful learning is concerned, both acquisition and retention seem to be a function of understanding. Cronbach has pointed out that:

> studies of forgetting ... show that facts which are little understood are quickly dropped from the mind. Attitudes and changes of thinking habits are usually found to be much more lasting ... results ... indicate that the lasting changes were primarily in ability to apply principles to new problems and to draw conclusions from data.[8]

Transfer has been defined as "the influence of previous experience on current learning performance."[9] In order for the percentage of transfer to be high there must be a high degree of comparativity between new material to be learned and the experience background of the learner. In other

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[7] Archer W. Hurd, "Do You Learn To Do By Doing?", The Journal of Educational Sociology, Vol. 19, Number 2, October 1945, p. 85.

[8] Lee J. Cronbach, Essentials of Psychological Testing (New York: Harper & Bros., 1949), p. 276.

[9] Handbook of Human Engineering Data for Design Engineers, op. cit., Part IX, Chapter II, Section III, p. 1.

words, "the learning of one skill will assist in the performance of a second skill to the extent the two skills have components in common."[10] The fund of knowledge and skills which any one individual is able to amass, seems to be a composite of what he can transfer and absorb from his interactions with others plus those original contributions which he is able to synthesize out of his own experiences. The practical value of this sharing process is attested to by the application in the business world of the multiple-management principle. Charles P. McCormick spoke of the generating power of such a system as follows: "New ideas are usually a synthesis or outgrowth of several concepts which we have gathered from various sources. Our wisdom is the result of our own personal experience and the collective wisdom of the Ages."[11]

The Student-centered Concept

One logical resultant of the active participation concept, when applied to a practical learning situation, is some form of student-centered methodology rather than a

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[10] Naval Leadership (Annapolis: United States Naval Institute, 1949), p. 125.

[11] Charles P. McCormick, The Power of People (New York: Harper & Bros., 1949), p. 28.

teacher-centered approach. In the educational field the revolt against the traditional pattern, brought about by the acceptance of this postulate, has found expression in the formation and propagation of theories such as "progressive education" and "group dynamics." This study will make no attempt to evaluate any of these doctrines; attention will be given solely to the elements therein which might apply to the development of leadership.

The process of learning which takes place in a student-centered classroom has been explained by Rogers in the following manner:

> To one who is used to highly organized classroom presentations, the discussion may seem loose, may appear to jump from topic to topic. This is certainly true, but it is probable that this fluid, exploratory, even confused type of advance is more deeply characteristic of learning as it occurs, than the dead systematization of learning after the fact. One of the things we have learned as instructors is that if the leader is uncomfortable at leaving issues "up in the air" and tries to achieve closure by some type of summary and conclusion at the end of discussion, this provides some relief for the group, but effectively stops any need for further thinking about the subject. If, however, the leader can tolerate the uncertainty, the divided views, the unresolved issues which the group has brought out, and if the class hour (and indeed the course) is ended without any attempt to bring an artificial closure, then the individual members of the group carry on very vital thinking outside of the class hours. The issues have been raised, some of their former concepts and gestalts have been unsettled, they need

[illegible]

[illegible]

[illegible]

> to find some resolution of the situation, they recognize that the teacher will not give an authoritative answer to the problem, and hence there is only one alternative -- to learn and learn and learn, until they have reached at least a temporary solution for themselves. And because they have achieved it for themselves, and recognize all too clearly the imperfect steps by which it was achieved, this temporary solution can never have the fixity that it would have had if it had been authoritatively pronounced by a professor. Therefore, instead of becoming a fixed point, a barrier to future learning, it is instead merely a step, a way station on the road to future learning.[12]

This discussion indicates that although the student-centered approach may be slow, and at times even frustrating, it does seem to offer better possibilities for inspiring self-generating thought in the learner than do the more conventional forms of teaching.

In regard to proven results from the use of the progressive methods, it has been found that, "in intellectual gains as measured by objective tests, the student-centered class showed equal or slightly better learning than the instructor-centered class."[13] In some individual cases, however, negative results were noted. It was concluded that,

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[12] Carl R. Rogers, Client-centered Therapy (Boston, New York: Houghton Mifflin Company, 1951), p. 409.

[13] Ibid., p. 425.

"students who are relatively well adjusted approve the method, and utilize the experience, doing more than an ordinary amount of reading for the course. The more poorly adjusted students tend to prefer a class in which the instructor gives the direction."[14] As a final appraisal, "Gross concluded that 'Cantor's method does encourage the development of insight on the part of a majority of students, though it may fail to reach a certain minority of every class'."[15]

The Art of Decision-making

In order to understand the operational aspects of learning, as applied to a practical situation, it is necessary to give some thought to the various levels of mental functioning. Ross has defined these as follows:

> .... knowledge may exist and function on at least four different levels. The lowest level involves mere recognition ... reading vocabulary. The next higher level involves recall -- speaking and writing vocabulary. A still higher level involves the ability to interpret and evaluate. At this level the learner must have a sufficient understanding of the material to be able to see it in its relationships to other things. The exercise of discrimination and judgment is implied. The highest level of all involves application. The person who is able to utilize information acquired in one situation and who applies it to the intelligent solution

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[14] Ibid., p. 424.

[15] Ibid.

"students who are relatively well adjusted approve the methods, and utilize the experiences, doing more than an ordinary amount of reading for the course. The more poorly adjusted students tend to prefer a class in which the instructor gives the discussion."[24] In a class discussion, "Group conflicts such 'Dewey's method does encourage the development of feeling on the part of a majority of students, though it may fail to reach a certain minority of every class,"[25]

<u>The lack of instructorship</u>

In order to maintain the conditions favorable of learning, as implied in a previous statement, it is necessary to give some thought to the various levels of mental functioning. Dean Dor mentions these as follows:

> ... knowledge and value and freedom on to three four different levels, the lowest level involves mere <u>recognition</u> ... reading vocabulary. The next higher level involves <u>recall</u> -- speaking and writing vocabulary. A still higher level involves the ability to <u>interpret</u> and <u>evaluate</u>. At this level the learner must have a sufficient understanding of the material to be able to use it in the relationships to other things. The creation of discussions and problems to initiate, the highest level of all involves <u>higher qualification</u>. The person who is able to utilize the knowledge acquired in new situation and has ability to do the investigation motives

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[24] <u>Ibid.</u>, p. 102.

[25] <u>Ibid.</u>

of problems in a new setting has arrived at true mastery.[16]

Donham, in making the following statement, seems to have concluded that studies in the humanistic field must call upon the two higher levels of mental functioning: "We must recognize that one of the great dividing lines of human knowledge and experience is passed when we leave the certainties of natural science and enter social and humanistic fields where rapid change, uncertainty, the unknown and the unknowable and, above all, human interactions, become dominant factors."[17] As this thesis is concerned primarily with the development of those qualities which have a bearing on success in the control of human relations, those two higher levels will be the only ones considered.

It is to be noted from Ross' definition that in order to operate at the level of interpretation and evaluation, the exercise of judgment is implied. According to Nathanson, judgment is "the intelligent understanding appraisal of conflicting values, the ability to permeate to the heart of

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[16] C. C. Ross, Measurement in Today's Schools (New York: Prentice-Hall, 1947), p. 130.

[17] Wallace B. Donham, Education for Responsible Living (Cambridge: Harvard University Press, 1945), p. 55.

of problems in a way leading toward a more
true unity."[16]

Dewey, in making the following statement, seems to have anticipated that studies in the immediate field must call upon the two higher levels of mental functioning. "We must recognize that one of the great dividing lines of human knowledge and experience is passed when by James the multiplicities of natural values and moral ideal and human traits finds some right change, unexpectedly, the unknown and the unknowable and, above all, human individualities, human contact forces."[17] In this lesson by concerned primarily with the development of those qualities which have a bearing on minorities in the context of human relations, those two higher levels will be the only ones considered.

It is in the values from "some" definition that is under to consider on the level of introspection and evaluation, the activities of individuals in depth, leading to statements, judgments in "the individuated conversational experience of justifiable values, the utility to problems in the basis of

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[16] J. C. Tufts, Introduction to Ethics (New York: Henry Holt and Company, 1927), p. 130.

[17] William E. Hocking, Foundations for Responsible Living (Cambridge: Harvard University Press, 1922), p. 30.

a problem in terms of its human import."[18] Appraisal of conflicting values naturally calls for the examination of pertinent facts. This in turn demands an answer to the question, "What is a fact?" One definition which appears sound defines a fact as "a perceptual relation between an observer and an event or object he is observing."[19] This might be enlarged to include the idea that the event, object, or statement in question is not a fact unless perceived as such by a statistically-sound majority of observers. Yet this leaves the definition of statistically-sound open to varying interpretations. A reasonable conclusion seems to be that even so-called facts owe their existence to individual human interpretation which is subject to changing and unpredictable culture influences. In the field of human relations this conclusion appears to be particularly valid.

Nathanson has provided a valuable discussion of a pragmatic method for idea analysis, with a view to developing guiding principles or generalizations:

> What is the test of whether it is a good or sound idea? .... It was a good idea if it actually

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[18] Nathanson, op. cit., p. 116.

[19] Naval Leadership, op. cit., p. 8.

a problem in terms of the theory involved,[19] appropriate or inappropriate values substituting-ratio for the consideration of pertinent facts. This is then expected to answer to the question, "What is a fact?" The derivation which opposes social matters a fact as "a prerequisite relation between an observer and an event or object he is observing."[20] This might be satisfied by insisting the idea that the event, or object, or fact, or statement in question is not a fact unless person-wise or even by a statistically-based majority of observers. Yet this leaves the definition of constituents-based case is varying interpretations. A reasonable alternative seems to be some even so-called fuzzy set theory matrices in individual means interpretation which is subject to changing and approximable variety patterns. In the study of human relations this derivation appears to be practically only valid.

Gathered the provided a reasonable discussion of a procedure method for idea analysis, with a view to developing qualifying criteria or parameters.

Back to the task at hand: is it a good or bad idea? ... If one a good idea of it activity

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[19] Rosenberg, op. cit., p. 136.

[20] Mario Bunge, op. cit., p. 5.

did resolve the problem it was devised to meet. And, if it did, we can say that we knew how to act in that situation, that we are in possession of that much knowledge ... We have to determine, in a second situation, if it really does involve the same kind of problem as the first, and that requires careful observation, analysis, comparison, judgment. If it does, if the problems are of the same kind, we can then employ our generalization, which has become our guiding principle of action. We cannot be sure that it will solve the problem this time.[20]

In connection with the process of application of knowledge, Ross' explanation calls for the intelligent solution of problems in a new setting. It was pointed out in the discussion of leadership traits that one's intelligence seems to be constant. The question which naturally follows, then, is: "What is the purpose of formal education?" Tead contends that the purpose of education is "to supply data for problem-solving, to place before the individual the tools of scientific inquiry and rational reflection ... to supply motives for the exercise of intelligence on a wider range of behavior problems."[21]

The process of scientific inquiry seems worthy of further attention in the analysis of the art of decision-making. "Any man who can learn and apply the general procedures

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20 Nathanson, op. cit., p. 43.

21 Tead, op. cit., p. 79.

[illegible] the problem is now described in math. And, if it did, we can say that we know how to use it to that situation, that we are in possession of that much knowledge ... we have to determine, in a longer situation, if it really does involve the same kind of problem as the first, and that requires careful observation, analysis, nonsense-avoidance, judgment. If it is done, if the problems are of the same kind, we can then employ our [illegible] situation, which has become our guiding [illegible] of action. We command by some idea it will enter the problem this time.[1]

In connection with the process of application of knowledge, Dewey emphasized again and for the intelligent solution of problems in a new situation, it was provided out in the discussion of inductively verifiable that man's intelligence proves to be important. The question which naturally follows, then, is: "What is the purpose of formal education" that evaluation that the increase of knowledge is "the supply data for problem-solving, so place before the individual the limits of reasonable inquiry and rational verification ... the supply material for the exercise of intelligence on a wider range of behavior problems."[2]

The problem of reasonable inquiry seems worthy of further attention in the analysis of the act of deliberation-making. "May one tell one knows and apply the proper [illegible]

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1 [illegible], op. cit., p. 13.

2 Dewey, op. cit., p. 77.

and the general point of view of the scientist is very likely to be a better solver of problems."[22] In regard to the use of reasoning in the educational process, Tead has said:

> ... the essence of the educational method is the essence of reflection.
>
> ... the way to carry on the educational process with oneself or with others is to present the educational matter -- the material or skill to be learned -- as a problem to be mastered and then to follow through the successive steps until mastery is achieved.
>
> ... everyone in respect to countless day-to-day problems of choice, reflects upon them and acts rationally only as he himself goes through the above processes rather than, as so often happens, taking the ready made conclusions of others as his own.[23]

Furthermore, he has listed the steps in the reasoning process as follows:

1. Recognition
2. Accumulation of all possible data
3. Classification of all data into significant groupings ... which supply clues as to the probable nature of the solution
4. Formulation of a tentative solution
5. Testing of solution in action
6. Adoption of solution as a working method[24]

That this scientific reasoning process has direct application to the naval officer's problems is attested to by the

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[22] Naval Leadership, op. cit., p. 4.

[23] Tead, op. cit., p. 85.

[24] Tead, op. cit., p. 84.

and the general-public in view of the statements is very lim-

ly to lie in a better solver of problems.[22] In regard to the

use of reasoning in the educational process, Frank has said

> ... the process of the educational method is the process of solution.
>
> ... the key is always on the educational area which usually or with which seems to be problem the educational method -- the essential or which we by learned -- so a problem to be undoubted that then to follow through the cooperative study until which is achieved.
>
> ... attempts to provide to consider the problem of choice, reflective open than and both intrinsically only is be already gone through the above problem rather than, as to have happen, taking the years under consideration of others as the case.[23]

Furthermore, he has listed the steps in the reasoning pro-

cess as follows:

1. Recognition
2. Formulation of all possible data
3. Classification of all data have significance
   consideration ... which apply also as to the
   specific nature of the activities
4. Formulation of a tentative solution
5. Testing of solutions by action
6. Acceptance of solution as a working method[24]

Many such scientific reasoning problems had direct implica-

tions in the moral criticism problems to attached to by the

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[22] Moral Leadership, op. cit., p. 9.

[23] Frank, op. cit., p. 75.

[24] Frank, op. cit., p. 76.

following statement from Naval Leadership: "The scientific method has a large significance for the leader of men, because (a) the method can be learned and applied by the intelligent non-scientist and (b) the method yields good results when applied to problems of human behavior."[25]

It is axiomatic that the more different ideas and sources of knowledge bearing on a problem which are weighed in the scientific process of arriving at a solution, the better the chances will be that the solution will be valid. This creates a demand for a free interchange of ideas through two-way communication. When this concept is applied to the field of executive leadership, it takes on even greater importance, in that it enhances the feeling of belonging which is so essential to the morale of the follower. This thought was expressed by Given as follows: "One of the fundamentals of all sound education is to bring about a free exchange of ideas among individuals. This principle is also basic in the teaching process in business, for such an exchange of ideas draws out each individual, stretches his thinking, and gives him the sense of being part of the management."[26]

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[25] Naval Leadership, op. cit., p. 3.

[26] William B. Given, Bottom-up Management (New York: Harper & Bros., 1949), p. 23.

Instructional Techniques

What techniques are used in the field of education, and of business, to satisfy the needs of the learner? It is not of interest to this study to attempt to define and discuss all teaching techniques and methods which are employed. What is desired is the formulation of a concept of a general framework of methodology which would seem to satisfy the objectives defined by the nature of the learning process.

It is readily apparent that much of the methodology used in conventional educational programs does not answer the problems presented in the process of learning. "General education, even professional education on the college level teaches very little about how to meet new situations, how to learn from experience, or how to educate oneself. The emphasis is placed on learning the right answers and then applying them as needed."[27] The trend is definitely away from the standard lecture method, but overall progress toward methods emphasizing active participation has been

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[27] Thomas H. Nelson, "How Training Can Help Management," The Conference Board Management Record, Vol. XII, Number 1, January 1950, p. 9.

Many behaviors have made in the field of education, and of learning, in spite of the words of Max Lerner: "It is not of learners so this study to attempt to define and discuss all inventive techniques and schemes which may be-place. That is believed is the transformation of a concept of a general consciousness of psychology which would make it mis-lead the subjectives defined by the means of the learning process.

It is readily apparent that much of the psychology used in educational technological programs does not have the problems presented in the process of learning. "Obvi-ously volumes, even psychologists concerning as the voices least indicate very little about how to make new situations, but to learn from experience, or how to behave accurately, the students to learn to learn and apply right decision and when applying them to learned."[27] The trend is definitely away from the classical learning methods, but overall practices learning methods emphasizing active participation has been

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[27] Thomas D. Spiers, "How Training can Help Manage-ment," The Training Director Magazine Journal, Vol. XIX, Number 2, February 1965, p. 9.

slow. Metcalf noted over a decade ago that "modern professional education has more and more turned away from textbook learning and looked to the handling of problems to develop habits of mind upon which ability rests."[28] Yet, even a cursory investigation of instructional procedures in use today at all levels of formal schooling would prove that only a fractional part of the whole area has made substantial progress away from the conventional pattern.

In defense of some of the conventional precepts, however, it is well to note that some recent studies indicate that the lecture method should not be discarded completely; a more judicious use is probably the answer. In one instance, "analysis of above-average and below-average students showed superiority of lecture method for high group and discussion method for low group ... Mean changes between initial and final objective test scores on course subject matter show slightly more knowledge was acquired through discussion than through recitation."[29] A somewhat similar

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[28] Henry C. Metcalf, Business Leadership (New York and London: I. Pitman & Sons, 1930), p. 233.

[29] Handbook of Human Engineering Data for Deaign Engineers, op. cit., Part IX, Chapter IV, Section III, p. 13.

conclusion by Wispe, drawn from the findings of a very interesting research study into the comparison of "directive" vs. "permissive" teaching methods, was that "for the better students there was no clear-cut superiority in learning attributable to either of the two teaching methods, but for the poorer students directive teaching proved superior."[30] Both of these studies were made in examination-oriented climates which placed emphasis upon preparation for objective testing.

These conclusions are important to consider in any discussion of the relative merits of different teaching methods. However, since objective examinations will not be included in the leadership development program proposed by this study, these conclusions do not hold for such a program. As will be pointed out in a later chapter, the primary training objective which will be recognized by this thesis will be the development of personal insight and the ability to understand and solve problems in the field of human relations.

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[30] Lauren Wispe, "Evaluating Section Teaching Methods in the Introductory Course," (Ph. D. Dissertation, Harvard University, 1950), p. 16.

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Management of Learning Practice

Research studies in the actual mechanics of teaching methodology have shown that there are certain fundamentals involved in the management of learning practice which must be recognized if maximum learning is to take place. These will be discussed as steps to precede practice and as principles involved in the management of the actual learning process.

There are three basic steps which should precede the actual teaching process:[31]

1. Motivation -- inciting the will to learn
2. Orientation and mental set -- transmitting an understanding of the objective and the processes
3. Environment -- provision of proper physical surroundings

These steps will be discussed at length when the case method program for leadership development among officers in the navy is presented in a later chapter.

One special aspect of motivation should be mentioned. All of humanity has a tendency to refuse to consider an

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[31] Handbook of Human Engineering Data for Design Engineers, op. cit., Part IX, Chapter II, Section I, p. 1.

Research studies in the natural sciences or behavioral psychology have shown that there are various fundamentals involved in the management of learning situations which must be investigated if maximum learning is to take place. Some will be discussed as study of specific situations and the psychologic factors involved in the management of the actual learning process.

There are three basic steps which should precede the actual learning process:[73]

1. Motivation -- learning the skill to learn
2. Orientation and method set -- transmitting or communicating of the objective and the procedure
3. Involvement -- practice of proper physical manipulation

These steps will be discussed as factors when the same method program for industrial environment among citizens in the army is presented in a later chapter.

The quality aspect of motivation should be considered. All of necessity has a tendency to relate to something or

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[73] Professor of Human Engineering in the Institute of Psychology, Dr. Kuhn, Jerzy in. Chapter II. Section I. pp. 4.

idea solely because it is new. Adults are particularly reluctant to have their customary routine of habits, attitudes, and opinions disturbed. "The more formal and obviously academic is the set-up of plans to foster executive learning, moreover, the more difficult is the process likely to be. It is a natural matter of self pride with adults and specially with those in positions of some authority that they do not need to learn."[32] If properly motivated, there is no reason for them not to be successful in the learning process. Modern psychologists agree that up to forty-five years of age the speed of the learning process is only very slightly affected by age.[33]

In motivating adults to learn, the new idea should be made to seem as much like the present view as possible. What has been said previously in this paper concerning the nature of transfer of learning must be given special emphasis when the students are mature adults. In addition, emphasis on the idea of "development" rather than "training" will aid in the motivation of adults. Mace found in his

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[32] Tead, op. cit., p. 72.

[33] Ibid., p. 226.

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[illegible]

study of executive development programs in industry "ample evidence to support a conviction that a majority of people in an organization resent 'training' approaches whereas they readily accept efforts to help them grow and develop."[34]

Management of learning practice must take into consideration the following principles:

1. If the task can be set up to make the learner participate actively, learning proceeds more efficiently.
2. The learner must first look at the whole of the task to be acquired.
3. Nature of the material -- the location of a task with respect to these dimensions (motor-verbal complexity, and rote-problem solving) influences the manner in which generalizations regarding practice should be applied.
4. Reward and punishment -- the learner should always know how well he is doing. Rewards for good work and/or penalties for poor work are sometimes effective.[35]

For a practical application, it is interesting to note that Wispe found that "good teaching" is characterized by: (1) short expositions on points as they arise in the discussion rather than long lectures; (2) an informal type of

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[34] Myles L. Mace, The Growth and Development of Executives (Boston: The Andover Press, Ltd., 1950), p. 13.

[35] Handbook of Human Engineering Data for Design Engineers, op. cit., Part IX, Chapter II, Section I, p. 1.

study of humanistic management techniques in industry "would seemingly be helpful in overcoming that a majority of people in an organization remain 'habitual' organizational members who possibly always attempt to keep their jobs and continue eg.[20]

Advocates of industrial psychology and the study of human behavior emphasize the following potentials:

1. If the boss can be led to do so, he will be approached actively, thereby producing more activity.
2. The learner can find ways and the means of the boss to be satisfied.
3. Energy of the activity — the learning of a task with energy to cause effectiveness (emotional sensitivity, and intellectual activity) influences the manner in which questions those requesting information should be phrased, tested and questioned as the learner phases above some low will be in doing, thereby the goal lies only/be presented for some work and continued activity.[21]

For a practical application, it is interesting to note that Vroom found that "Goal validity" is accomplished by: (1) short expectations to reduce to very extra in the idea- making rather than long horizons; (2) an informal type of

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[20] Peter F. Drucker, The Practice and Development of Management (London: The Heinemann Press, Ltd., 1954), p. 324.

[21] Handbook of Human Engineering Data for Design Engineers, 2nd Edition (New York: Ch. Chapter 21, Section 3, p. 3).

humor; (3) directive-type, specific questions; and (4) encouraging, and allowing time for, student participation."[36]

Development of Leadership

As a result of the investigation into the nature of leadership in chapter II of this thesis, it was concluded that there are certain human qualities which seem important in the make-up of a leader -- such as knowledge of human nature and a scientific trend of mind -- which, by nature, seem susceptible to growth and development through training. There have been noteworthy opinions expressed by both the business and military leaders which add credence to this conclusion.

Donham expressed the opinion more than once that "skills useful in understanding and handling men which will serve in many situations can be developed."[37] The late Admiral Forrest P. Sherman said, "I concur that we can take average young men and, by proper training, develop in them the essential initiative, confidence, and magnetism which are necessary in leadership."[38] General C. B. Cates, when

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[36] Wispe, op. cit., p. 32.

[37] Donham, op. cit., p. 257.

[38] Frederick C. Dyer, "You Can't Leave it to Chance," United States Naval Institute Proceedings, Vol. 78, Number 4, April 1952, p. 417.

[illegible] (2) directive-type, results questions and (3) accomplishment, and allocating them low, standard performance.[26]

Development of Leadership

In a result of the investigations into the process of leadership in education it is not clear, it has established that there are certain basic qualities which some leaders and in the role-as of a leader -- such as knowledge of human nature and a multiple level of mind -- which, by training, can be developed to growth and development according existing. Other have been motivating educators concerned by with the judgment and military leaders which and problems by this conclusion.

Lewis compared the opinions some than more "which useful in understanding and handling men which will serve in many situations and in diversity."[27] The have ability increase in Lewis said, "I never that we can have average young man and, by proper training, develop in them the essential initiative, resilience, and aggressive which are necessary in leadership."[28] Command E. S. Dixon, when

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[26] Adam, op. cit., p. 32.

[27] Lewis, op. cit., p. 177.

[28] Francis C. Dixon, "Can Men's Lives Be Changed?" Junior Leagues Army Institute Proceedings, vol. VI, number 4, April 1958, p. 417.

Commandant of the Marine Corps also commented on this question as follows: "Inherent ability cannot be instilled, but that which is latent or dormant can be developed. Other ingredients can be acquired. They are not easily taught or easily learned. But leaders can be and are made."[39]

Despite these seasoned opinions, it can not be positively concluded that leadership can be developed in any particular individual by any process known today. On the other hand, there is no reason to believe that any appreciable harm will be done through attempting to bring about a purposeful change of behavior in those individuals who exhibit the inherent qualities which have been singled out as typical of one who has high leadership potentiality. In fact, since the bulk of opinion and most of the pragmatic results of tests have indicated that many individuals do actually improve their ability to lead others as a result of conscious effort toward that goal, there seems strong justification for a formalized attempt at such development.

If an organized leadership development program is to be designed, what factors should be considered in determining its structure? How can the "giving" type of followership

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39 Ibid., p. 421.

[illegible] of the Service staff also commented on this question as follows: "Research ability cannot be instilled, but that talent is latent or dormant and can be developed. Other improvements can be obtained. They can get job ability training or ability training. [illegible] [illegible]."[1]

Longitude Sales Managers believe, it can not be motivated by monetary rewards. Incentives can be introduced to our people [illegible] [illegible] [illegible]

and a brand of leadership based upon open two-way communications and a scientific trend of mind be instilled in a naval officer? The objective of such a program would certainly include the molding of a mental attitude which, though always mindful of the primary importance of attainment of the military objective, could at the same time accept and encourage a free interchange of ideas and attitudes, and which would employ an open-minded, scientific problem-solving approach in the process of decision making. It has been said that:

> The modern leader in these days of tremendous technological developments and rapid changes in non-material culture, must be adjustable to change. The instruments of war change. Military problems change. In any group in which a leader may be involved, the social atmosphere, the state of morale, the psychological constitution will change from day to day and week to week and war to war. The leader who attempts to deal with this pervasive change in terms of set attitudes, crystallized answers, fixed habits of thought and action is not likely to achieve the acme of success.[40]

A free interchange of ideas can not occur when the leader is unwilling to maintain an elasticity of mind which will allow him to reshape his concepts as a result of synthesizing from the total supply of human knowledge available to him. "Lack of receptiveness to new ideas, particu-

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[40] Naval Leadership, op. cit., p. 22.

and a sense of leadership based upon open two-way communication was a motivating force of value in inspiring in a moral effort? The suitability of such a program would probably include the existence of a central criticism theme, through stimulus of the primary importance of attainment of the military mission objectives, such as the close link between manpower and weapons, a free interchange of ideas and criticism, and which would employ an open-minded, suitability inviting-oriented approach in the process of decision making. It has been said that:

> The modern leader in human days of increasing man individuality individuality and social changes in socio-material culture, must be adjustable to change. The instrument of war changes. Military problems change. In any group in which a leader may be involved, the social relationship, the status of members, the psychological constitution will change from day to day and need to be met and met in new. The leader who attempts to deal with this problem without change is lacking of all abilities, crystallized measure, clear basis of thought and action is not likely to achieve the end of success.[10]

A deep knowledge of these can not avoid when the leader is inspiring to maintain an atmosphere of moral which will allow him to consider his soldiers as a result of dignity including from the total energy of human knowledge available to him. Time of investigation in one lifetime, psychic

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[10] Naval Leadership, op. cit., p. 28.

larly those of one's subordinates, may seriously vitiate one's leadership effectiveness. Ability to make effective use of his staff is an important measure of the value of an officer in a military organization. Effective use of staff and a closed mind are not compatible concepts."[41] This open-mindedness must even go beyond one's own "staff"; it must encompass the external as well as the internal culture which influences the minds of followers. Seeman concluded that "if we are concerned with teaching subordinates or leaders something about expected changefulness in the leader, to do an adequate job it appears we would have to be prepared to deal with (or, at the very least, accept change in) a wider set of status-oriented attitudes concerning extra-organizational affairs."[42]

Bogardus concluded almost a decade ago that "the development of leadership depends on studying situations and on acquiring skill in controlling them."[43] This demands a

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[41] Ralph C. Davis, Fundamentals of Top Management (New York: Harper & Bros., 1951), p. 148.

[42] Melvin Seeman, "Some Status Correlates of Leadership," from Grace, ed., Leadership in American Education (Chicago: The University of Chicago Press, 1950), p. 47.

[43] Emory S. Bogardus, Leaders and Leadership (New York and London: D. Appleton-Century Co., Inc., 1934), p. 269.

lucky blow of Jack's misdoings, may certainly attack quite immediately effectiveness. Utility is also affected when of this sort: in the important instance of the value of an action in a military organization. Effective use of staff and a clear line for lay responsible commanders,[61] thus open-minded and even in regard can's "staff"; it was composed the assistant as half in the internal critical which influence was worth of difference. Jackson considered that "if we lose consonant with immediate administration of leaders questions those required changeovers to the lack-ay, so do no adequate job it appears we would have in in pursuant to deal with law, in the very lower, simply change to) a value and of staff-oriented utilizing overcoming co-ion-organizational effects."[62]

Impossible considered change a decide sys that "the de-velopment of leadership depends on studying situations and on imparting skill in exercising them."[63] This demands a

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[61] Ralph C. Davis, Fundamentals of Top Management (New York: Harper & Row, 1951), p. 157.

[62] Ralph Jackson, "Some Aspects Organizing of Leader-ship," Free Press, ed., Leadership in Business Enterprise (Chicago: The University of Chicago Press, 1956), p. 93.

[63] Henry A. Magnuson, Leaders and Leadership (New York and London: D. Appleton-Century Co., Inc., 1937), p. 300.

scientific approach to humanistic problems -- a concept also found in the latest of naval leadership literature: "The naval officer, if he will invest the effort necessary to understand scientific principles and to learn a few of the scientists' skills, can become a more effective handler of men."[44]

Summary

In this analysis of the nature of learning a concept has been accepted which views learning as a change in behavior, evidenced by improved ability to handle situations, and resulting from active participation in the learning process. The three operations involved in the process are acquisition, retention, and transfer; in the performance of these operations the doctrine expressed by "learn by planning, purposing, doing, and evaluating," seems to provide the best basis for setting training objectives. Retention appears to be best exhibited by the lasting quality of ability to apply principles to new problems and draw conclusions from data. Transfer of learning is proportional to the extent to which the skill to be learned has components in common with a possessed skill.

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[44] Naval Leadership, op. cit., p. 3.

relationship approach to personnel problems — a approach also found in the Japan of moral leadership literature: "The moral attitude, it is said, lower the effect necessary to undertaken scientific principles and is known a fear of the dictatorial ability, and known a very attractive quality of man."[44]

Summary

In this analysis of the causes of industrial a concept has been developed which views Japanese as a change in behavior, attributed to improved ability in human relations and modified from active participation in the Japanese process. The three conditions involved in the process are application, role time, and frequency in the performance of these operations the Japanese experienced in "learn by plan-ning, preparing, doing, and evaluating." Among the learning the most basic the activity involving objectives. Performing appeared to be most modified by the learning quality of ability to apply information in new problems and draw conclusions from data. Training is leading to improvement in the ability to make the ability to be learned and acceptance to embed with a consumer unit.

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[44] Moral Leadership, op. cit., p. 3.

One logical method of answering the demand for active participation is the student-centered technique of instruction. In this process the instructor does not attempt to achieve closure at the end of every session; instead, he tolerates divided views, thereby providing a step rather than a barrier to future learning. Tests have indicated that though this method is slower than conventional methods, and though some poorly-adjusted students may even achieve negative results, it seems to offer better possibilities for intellectual gains among the well adjusted students and does encourage the development of insight.

Knowledge is believed to exist and function on four different levels, the higher two of which are ability to interpret and evaluate and ability to apply information acquired in one situation to the intelligent solution of problems in a new setting. Studies in the humanistic field seem to call upon knowledge in these two higher levels. In the process of evaluation, judgment -- the intelligent understanding appraisal of conflicting values -- must be exercised in separating fact from fiction. Yet the procedure of establishing an item as fact seems to be subject to the perverse whims of unpredictable culture influences; this impermanence raises a serious doubt concerning the validity of

The factual method of assessing the desired for active participation in the standard-setting technique of instruction. It does provide the instructor does not attempt to address himself to the end of being educated instead, he instructs diverse views, thereby providing a step higher than a barrier to future learning. There have indicated that though this method is always than conventional methods, and though some people-oriented students may have negative results. It seems to offer future participation for individualized goals among the well adjusted students and does encourage the development of insight.

Knowledge is believed to exist not tradition on the different levels, the higher the level the ability to interpret and evaluate and ability to apply principles exists in one situation to the individuals solution of problems in a new setting. Values in the hierarchy that one is well upon knowledge in these low higher levels. In the process of evaluation, judgment — the intelligent investigation regarded of worthwhile values — may be required to organizing part from fiction. For the problem of education, we find in fact seems to be subject to the personal value of responsibility matters individual with increasing which a method does contrast the ability of

any so-called laws of human relations. The best compromise appears to be the use of pragmatic tests of results as a means of determining guiding generalizations, to be continuously tested in each new situation.

Two aims of formal education are the supplying of data for problem-solving and training in the process of scientific reasoning procedure for attacking the educational matter to be mastered. The scientific method has special significance for the naval officer when applied to his problems in the field of human behavior.

Sound educational practice demands a free interchange of ideas and an open-minded attitude on the part of the learner. This frame of mind is especially important to one in the executive ranks because of the sense of belonging which it imparts to the follower.

It is apparent that many instructional techniques in use today do not satisfy the "active participation" concept of learning. Although some recent studies indicate that the more conventional methods, such as lecture and recitation, produce better learning under certain conditions than do more progressive methods, the trend is definitely toward acceptance of the more permissive techniques in both education and industry.

In the management of learning practice three steps should precede the teaching process -- motivation to learn, orientation toward the objective, and provision of the proper physical and emotional environment. In connection with the teaching of adults, it is particularly important to give special attention to the problems of transfer of learning and to emphasize the idea of development rather than training. Proven principles of good teaching -- such as planning for active participation by the student, exhibiting an informal sense of humor, the use of suitable rewards for progress, and the use of directive discussion questions -- must be followed in formulating the instructional technique.

There is substantial agreement that leadership can be developed in one possessing the proper potentialities. For such development, it seems appropriate to conclude as a result of the foregoing analysis of the nature of leadership and learning that what is needed is an instructional technique which places emphasis upon the scientific method of reasoning and the development of insight and problem-solving ability.

In the management of learning problems there always should precede the decision process — motivation to learn, reinvestigation beyond the objective, and practice of the proper learned and mechanical movements. In succession with developing of ability, it is particularly important to give special attention to the problems of transfer of learning and to recognize the kind of development either then realized. Proper evaluation of goal recognition — such as planning for active participation by the student, emphasizing the learned ability of teacher, the use of motivate results for practice, and the use of directive discussion questions — must be followed in formulating the instructional technique.

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CHAPTER IV

THE CASE METHOD OF INSTRUCTION

Introduction

The case method of instruction has been defined for the purposes of this thesis as "an instructional method which places primary emphasis upon development of independent thought and responsible judgment through student-centered conference discussion of the facts, opinions, prejudices, and possible solutions to specific problems which are crystallized out of selected case studies by the joint efforts of students and conference leader." In this chapter, the nature of this teaching technique will be examined, followed by a brief summarization of its characteristics and limitations.

Background

It is generally agreed that the technique of teaching through the use of cases was first employed formally by Professor C. C. Langdell in 1871 at the Law School of Harvard University. He introduced the use of written actual court opinions as the main context of the course of study, with special emphasis on discussion in class. The Encyclo-

CHAPTER IV

THE DATA ANALYSIS OR INTERPRETATION

Introduction

The case method of instruction has been defined for the purposes of this study as "an instructional method which places primary emphasis upon development of independent thought and responsible judgment through student-conducted analysis and discussion of the facts, opinions, premises, and possible solutions in specific problems which are artificially cut of selected case studies by the joint efforts of students and instructor leader." In this study, the nature of this teaching technique will be examined, followed by a brief enumeration of its characteristics and limitations.

Background

It is generally agreed that the technique of teaching through the use of cases was first employed formally in Professor C. C. Langdell in 1871 at the Law School of Harvard University. He introduced the use of written decision opinions as the main content of the course of study, with specific problems to discussions in class. The instruc-

pedia of Social Science describes the method as then conceived as follows:

> Instead of hearing or reading general rules ready made, from some unexamined source of authority, accepting them and then attempting to apply them, the student was to dig out his general rules for himself. In this process he would develop an ability to think; he would learn to handle himself in legal argument; he would acquire, even, a degree of skepticism concerning some rules which some men had formulated.[1]

The method was extended to the field of medical instruction in 1906 by Doctor Richard Cabot, who published in that year his book on Case Teaching in Medicine and began the use of cases in his classes at Harvard Medical School.[2] During World War I engineers were trained for military service at Camp Humphreys in a program which employed a version of the case method.[3] In the early Twenties the Graduate School of Business Administration at Harvard tried out a problem solving form of case method and soon converted all of its courses to this type of instruction. In 1924 Nolan stated that there were case methods for the study of

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[1] E.R.A. Seligman, ed., Encyclopedia of the Social Sciences (New York: MacMillan Co., 1934), Vol. 3, p. 251.

[2] Aretas W. Nolan, "The Case Method in the Study of Teaching with Special Reference to Vocational Agriculture," (Ph. D. Dissertation, University of Illinois, 1924), p. xi.

[3] Ibid.

civics, of ethics, of economics, of the social sciences, of educational psychology, and of the ministry.[4]

By 1935 a form of case method had been applied to the study and teaching of psychiatry; Strecker and Ebaugh's Practical Clinical Psychiatry for Students and Practitioners is an example of one of the first texts which used the case approach.[5] Long before that, however, the case method -- generally referred to in this instance as the "case study method" -- had been used extensively for research and diagnosis where the immediate aim was treatment of some disorder in an individual. Furthermore, case studies were given considerable attention in the field of social work as early as 1869, when Octavia Hill recognized the need for more than a record of relief as a result of a social worker's activity.[6]

In the mid-1930's the demand for case material began to grow among the teachers of public administration. In 1934 the Committee on Public Administration of the Social

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[4] Ibid.

[5] Stanley S. Marzolf, "Problems in the Use of the Case Method," (Ph. D. Dissertation, Ohio State University, 1937), p. 33.

[6] Ibid., p. 35.

civics, or ethics, or economics, or the social sciences, or administrative philosophy, and of the statistics.[5]

By 1920 a form of case method had been applied to the study and teaching of jurisprudence, business and finance.[6] Practical Citizens Preparation for Thinking and Participation was to be accomplished by one of the first texts which used the case approach.[7] Long before then, however, the case method — generally referred to in this instance as the "case study method" — had been used successfully for research and diagnosis where the immediate aim was improvement of some condition in an individual. Nevertheless, some problems were giving considerable attention to the field of social work as early as 1920, when Mariana Bill investigated the value for case work of a record of valued as a result of a social work's activity.[8]

In the mid-1920's the Bureau had made considerable inroads to grow among the academes of public administration. In 1928 the Institute on Public Administration by the Graduate

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[5] Ibid.

[6] Charles A. Beard, "Problems in the Use of the Case Method," (n. p., Mimeographed, Date Place Unknown), 1927), 3-10.

[7] Ibid., p. 38.

Science Research Council began compiling cases for use in the educational institutions. This work, aided by a grant from the Carnegie Foundation, culminated in a series of cases which were put into circulation in lithograph form in 1945. These were compiled and published in book form in 1951 under the sponsorship of the Inter-University Case Program and the editorship of Harold Stein.[7]

It is difficult to determine when the case method was first employed in industry. It is known that as early as 1938 Armstrong Cork Company was using cases in its formal supervisory training program, and that a "case movie" was prepared by them to use in that program in 1940.[8] Since that time many other companies have used various forms of the case method in their supervisory or executive training programs, and there is definite indication that its use will become much more widespread in the near future.

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[7] Harold Stein, ed., Public Administration and Policy Development (New York: Harcourt, Brace & Co., 1952), p. xxxix

[8] This movie was the forerunner of the current McGraw-Hill Book Company series, titled "Human Relations in Supervision." See Appendix C for excerpt from letter from the Training Director of Armstrong Cork which describes this program.

Prince Sihanouk (Cambodia) began negotiating under fire was in the educational institutions. This week, aides by a great free the Cambodia nationalists, celebrated in a review of music which were put into elevations in Hindustan from 1 1960. These were associated and relations in both Laos in 1961 under the sponsorship of the Indo-Nationalists Congress and the authorities of Devil Stage.[7]

It is difficult to overstate how the more radical the Plans adopted in Laos. It is known that as early as 1953 Lunatsing Cook Company was being sent to the Lowest economic reshaping process, and that a "Mass Survey" was planned for Laos to use in that program in 1954.[8] Those who have some other associate been head rather than of the case related to their experience or economic intensive programs, and there is definite indication that the man will become more widespread in the near future.

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[7] Devil Stage, ed., Public Administration and Foreign Relations (New York: Harper, 1960), p. 1001.

[8] This study was the forerunner of the current Mekong-Ou Tuak company survey, titled "Human Relations in Agricultural Development in Northern Laos." The figures is the summary from Laos, but the Training Division of Lunatsing Cook Mekong Development Program.

The use of cases for organized instruction in leadership is not new in the United States Navy either. Prior to World War II leadership was being taught at the Naval Academy by experienced officers through seminar discussion of human relations incidents recalled from their personal experience. In 1944 the Bureau of Naval Personnel published a pamphlet entitled, Manual for Practical Development of Leadership Qualities, in which a case approach was recommended. Furthermore, in 1949 the Naval Academy compiled a textbook for midshipmen, Naval Leadership, which described a case method of teaching and provided forty-nine leadership situation write-ups.

It is obvious from this brief review of the case method that it is not a new technique, nor has it been confined to any single field of endeavor. Rather, it seems to have found use in almost every area in which the process of learning has taken place. This study will be concerned solely with the use of the case method as a teaching technique applied to the social sciences; case studies and case histories are of interest only insofar as they play a part in the process of teaching through the use of such cases.

Theory of the Case Method

"The case method of instruction is peculiarly adapted

The case of cases for experimental interpretation in Indonesia is not not in the Indian Ocean theory. Thirty-six years ago, TC Jagadeesiah was being taught in the Naval Academy by Jagadeesiah Officers Alongside practical observations of Naval strategic conditions resulting from Indian Ocean geopolitics. In 1973 the Bureau of Naval Intelligence published a geopolitic analysis, Naval The Practical Implications of Indonesian Geopolitics, in which a case approach was presented. Furthermore, in 1975 the Naval Academy compiled a textbook for midshipmen, Naval Geopolitics, which developed a case method of teaching the geopolitical interpretation of Indian strategic situation.

It is apparent from this brief review of the case method that it is not a new technique, nor has it been neglected in our strategic field of endeavor. However, it appears to have fallen use in almost every case in which the problems of Indonesian Ocean plans. This study will be concerned mainly with the use of the case method as a teaching instrument in the Indian Ocean theory. Indonesian case studies and case discussion can of interest only insofar as they also a part in the exercise of teaching through the use of case cases.

Theory of the Case Method

The case method of instruction is peculiarly adapted

to focus responsibility for learning upon the student ... it is the process of arriving at the "answer" in which each student participates personally that is the important factor which distinguishes the case method from many traditional methods."[9] It has been pointed out previously that there are many different versions of the case method. Even at the Graduate School of Business at Harvard where the case method is used exclusively there is no unanimity of concept or methodology. In actual use, the method may involve the discussion in class of a case read in advance -- with or without a prior write-up by each student -- or it may mean merely submission by the student of a write-up of the case for comment by the instructor.

There seems to be substantial agreement among those authorities who have written about the case method, that it must place emphasis upon student-centered activity and employ a scientific problem-solving procedure in order to realize maximum effectiveness. The underlying theory of this type of process will be discussed first; then attention will be given to the points of variance between dif-

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[9] Karl A. Boedecker, "The Case Method of Instruction," Collegiate News and Views, Vol. V, Number 3, March, 1952, p. 2.

ferent schools of case method thought.

Dean Donham, former dean at Harvard Business School summarized the student-centered nature of the case method as follows: "The essential fact which makes the case system ... an educational method of the greatest power is that it arouses the interest of the student by making him an active rather than a passive participant."[10] The active participation concept has such high face validity that it might seem too obvious to dwell upon. Yet experience with conventional teaching methods has shown that such dynamic activity on the student's part does not arise automatically. It must be specifically provided for in the teaching process and continuously drawn out in practice.

In the case approach the students are given not a set of abstract laws to memorize or criticize, but rather a collection of raw materials taken from a real life situation out of which they can usefully draw conclusions and rules for future action. Furthermore, the confidence that the student can be given through offering him the opportun-

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[10] Wallace B. Donham, as quoted by Charles I. Gragg, in Kenneth R. Andrews, ed., The Case Method of Teaching Human Relations and Administration (to be published in 1952), p. 1.

toward authority of some national standard.

Some Germans, however, seem to believe themselves already successful the middle-centered nature of the main argument as follows: "The assumption that which makes the state effective is an administrative method of the primary power in that it ensures the interests of the citizens by making him an active citizen rather a passive participant."[15] The modern participation economy has much high case validity that it might come the division to small open. The experiences with conventional training methods has always been some dynamic activity on the community part that may order automatically. It must be specifically emphasized that in the training process and continuously grows not in practice.

In the same approach the administrative form out a new or changed line to monitoring or evaluating the values a modification of the individuals means from a real life situation but it which they can usefully come assessment and make the future action. Furthermore the conclusions that the students can be given through activated the the experiment-

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[15] William E. Souder, as quoted by Charles X. Brown in Francis H. Andrews, ed., The Case Method of Teaching Human Relations and Administration (Ft. Ja published in 1953), p. 1.

ity and actually expecting him to make contributions to the understanding of the group is a powerful encouragement to effort.[11] This effort will not be expended, however, unless the proper climate is provided in the classroom to reward such effort. The student must feel free to put forth his ideas and questions without fear of rejection or ridicule from the instructor. Intrinsic value is recognized in the thoughts and contributions of every member of the group, and a sense of sharing is engendered rather than one of mere absorption or grade-seeking recitation. "The valuable art of exchanging ideas with the object of building up some mutually satisfactory and superior notion is cultivated. Such an exchange stimulates thought, provides a lesson in how to learn from others, and also gives experience in effective transmission of one's own ideas."[12]

An interesting insight into how the case method answers the demands of the learning process has recently been given by Dr. Karl A. Boedecker; his conclusions result from actual experience in teaching business administration at

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[11] Ibid., p. 2.

[12] Ibid., p. 6.

Michigan State College.[13] He feels that students must be motivated from within so as to be receptive to stimulation. Participation in cases enables them to identify themselves as businessmen facing a real problem. Vicarious though the case experience may be, it represents a useful means of learning by doing; cases provide incentives because they are reports of real problems involving real people. Furthermore, the students must recognize a goal toward which action can be directed, and the immediate goal must not be too easily attainable. The immediate goal provided by cases is the "solving" of the problems expressed, and the fact that the cases are authentic reportings which offer no simple single-solution vantage point provides the barrier which acts as a catalyst to the learning process. Finally, the students must have an opportunity to establish firmly in their minds what they have learned. The case situation provides an immediate need for useful information applied in the proper context; the necessity to reach a decision and choose a course of action in case after case provides the practice by which students develop discriminating judgment

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[13] Karl A. Boedecker, op. cit., pp. 4-6. For a personal comment by Dr. Boedecker concerning the value of the case method see Appendix A.

[illegible] [illegible]. [illegible] that students must be motivated from within so as to be receptive to education, initiation in order [illegible] [illegible] [illegible]

and fix in their minds the learning which is truly meaningful.

The type of case method which is being appraised by this study is by nature a problem-solving procedure. But what of its relationship to the scientific method; does it satisfy the requisites of that process of reasoning? The scientific method has been defined as "the application of logic to the process of observation of instances and drawing of inferences therefrom."[14] An instance is a single occurrence of a phenomenon having a definite quantity and a definite association of variables; an observation is accomplished by the medium of the sense organs and instruments contrived to supplement them -- it is perception, a psychological process; and inferences are judgments of relationship based upon observations.[15]

The aim of the scientific method is the reduction of the great variety of natural phenomena to order and system by the development of an ever-widening scope of concepts. The conceptual pattern which guides this endeavor is that of causality; the ultimate aim is to determine cause and

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[14] Marzolf, op. cit., p. 15.

[15] Ibid.

effect relationships.[16] It is important to keep in mind that apparent cause quite frequently varies considerably from true cause. When certain restrictions are placed upon the reasoning process the "common sense" answer to an observed instance may not satisfy as a valid inference. In other words, through the scientific process of reasoning a generalization can be developed, the verity of which will rise above the bias of personal and local culture, prejudice, attitude, ignorance, etc.

Effective case method procedure calls for an ordered sequence of thought toward the solution of problems and the consequent formulation of generalizations. It can and should follow the steps of the scientific method, but not all versions of the technique do. When the scientific pattern is followed, the students analyze the case until the underlying problem is recognized; facts pertinent to the cause of this problem are then singled out, evaluated and organized into a meaningful sequence, with due regard being given to such influences as prejudice, tradition, culture influence, etc. Based upon these evaluated facts a possible solution to the basic problem is hypothesized, and probable

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[16] Ibid., p. 16.

generalizations are formulated. This entire process is carried out by each student independently; then the same sequence is followed by the group in the case discussion, with the instructor acting as a moderator, a guide, and, to a limited extent, as a source of information. A study of cases made in this way is scientific and primarily inductive, for "it involves orientation, observation, reasoning, decision and verification,"[17] and it involves passing from the particular to the general.

As noted earlier, the case methodology may be primarily either inductive or deductive. The inductive organization and presentation of subject matter is based upon the idea that the pupil will learn the content subject matter most readily through the study of individual cases in which the content is exhibited; whereas the deductive procedure presents the law, rule, definition, or concept as the first whole to be considered, followed by individual cases, and the pupil looks for the verification of the generalization that has been studied.[18] "Though scientific procedure is

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[17] J. M. Brewer and others, Case Studies in Educational and Vocational Guidance (Boston: Ginn & Co., 1926), p.xxiii.

[18] H. W. Nutt, Principles of Teaching High School Pupils (New York: The Century Co., 1922), p. 9.

generalizations are formulated. This action process is another way in which students independently seek the data required in relation to the group in the case discussion, make the interpretive leaping to a generalization, and, as a finished product, use a source of information. A study of these ways in this way is essential and primarily identifying the "is involves evaluation, observation, reasoning, decision and verification,"[17] and is therefore placing them the questions on the process.

In point matter, the case methodology may be primarily across concepts or domains. The inductive approaches also involve formulation of subject matter is based upon the data that the users will find. Since the content subject matter must qualify through the study of individual cases to state the content is analytical whereas the deductive approaches presume the law, rule, principle, or concept to be true prior to the examination, relative to individual cases, and the point issue for the verification or the generalization that has been accepted.[18] "Inquiry autonomy involves is

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[17] G. G. Lawler and others, Case Studies in Education: A and Practical Approach (Boston: Ginn & Co., 1967), p. 1.

[18] E. A. Lee, Principles of Teaching High School Physics (New York: The Ronald Press Co., 1963), p. 6.

characterized by its dominant use of induction, it is a mistake to say that deduction plays no part in it. The two processes must supplement one another."[19] In other words, when applied to a teaching situation, induction of generalizations from inferences will be greatly enhanced by prior acquaintance with those or similar generalizations; while on the other hand, little meaningful learning will result from rote memorization of laws for possible deductive application, unless some inductive reasoning is employed in the process of personal verification of those laws. This concept of simultaneous operation of the inductive and deductive processes in action has been excellently expressed by Boedecker as follows:

> Under the impact of a series of case problems, the student is encouraged to develop a flexible framework of analysis which will help him to recognize the problem in the case and work thru to a decision. In so doing, the student should learn to separate important factors from a whole set of factors and to decide upon their importance for the particular situation at hand. He should also gain the ability to use ideas learned elsewhere, to select them according to their usefulness in the case, or, to reject them if they are not helpful. The student's way of thinking should also contain the capacity to test what he already knows according to what he later experiences. On this basis a person can continue to grow intellectually

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[19] Marzolf, op. cit., p. 20.

characterized by his decision, and of information, it is a question so my view observation plays no part in it. The two processes count separately and distinct.[10] In other words, when applied to a scientific experiment, information of commonplaces from laboratories will in practice obtained by prior experiments with theory or similar commentaries with an the other hand, little concerned Dewey will result from very observation or less for practical scientific application, unless some analytics problem is analyzed in the process of personal individuals of their lives. This process of stimulating operation of the laboratory and deciding problem in action has been scientific experiment by Dewey as follows:

> When the image of a series of data problem, the student is encouraged to devise a tentative framework or analysis which will help him to recognize the problem in the work and work then to a direction. In so doing, his discussion should lead to separate innovation learning rules a which may of thinking and to become more vital improvement for the participation situation in that. To should make pale the ability to see fixed theoretical alternatives, to notice when assuming to their interference in the data, and, to project them if they are not helpful. The practice way of thinking should also develop the ability to lift that be already been discovering to what as have relevance. In this lies a period can activity to grow intellectually

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[10] Dewey, op. cit., p. 39.

after his formal education ends.[20]

In addition to the variance between different case method concepts on the inductive-deductive scale, there is an even more pronounced separation regarding the part that principles should play in the learning process. This separation has given rise to two major categories of the case method, defined in the Personnel Handbook as the "free" and the "determinate" types. The "free" type assumes that there is no one best answer; it places emphasis on giving the conferees opportunities for learning and stimulates them to think in broad areas of leadership, rather than forcing a set of principles or solutions on the learner. In the "determinate" approach the leader attempts to guide the group toward a best solution based on his own opinion or group opinion.[21]

Those who advocate the "free" approach -- which includes most of the case users at Harvard University -- seem to define "principles" as immutable laws and contend that as such they are mere words. Actually, upon closer examination, it appears that their attitude is not quite this

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[20] Boedecker, op. cit., p. 4.

[21] John F. Mee, ed., Personnel Handbook (New York: Ronald Press Co., 1951), p. 1007.

[illegible] his formal education ends.[20]

In relation to the relations between different ends, central emerges as the indicative-deductive verb, hence it is even more convenient expressing relations between the parts that relationships should play in the deductive process. This sentence also gives rise to the major distinguishing of the main method, defined in the Treatment Functions as the "free" and the "transcendental" types. The "free" type means that there is no one body element is placed responsible in giving the auditorium conditions for learning and relationships then to which is based among of laboratory, rather than having a set of prescriptive or explicitness on the lecture. In the "transcendental" approach the lecturer attempts to guide the group toward a best solution based on his own opinion or group opinion.[21]

Dewey was advocate the "free" movement -- which is another part of the same owner as Learned Ignorance -- some to define "principles" as immediate land and various that as such they are more words. Finally, upon closer examination, it appears that their ideas attitude is not quite this

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[20] Smallwood, op. cit., p. 4.

[21] John P. Poe, ed., Treatment Functions (New York: Ronald Press Co., 1961), p. 267.

severe. Professor Hower has expressed the true feeling, at Harvard at least, in these words, "It is the meaning behind these principles that is important; and until that meaning becomes a living part of your thought and behavior, the principles themselves are useless."[22] Since rote learning of immutable laws has been accepted as a cornerstone of most conventional methods of teaching for so long, it is quite likely that those of the "free" school have purposely allowed the question of the validity of principles to be exaggerated somewhat in order to start the pendulum swing away from the opposite extreme. Even those of the progressive education group admit that "we need general principles by means of which to carry on the business of life. But the business of life is not with general principles. It is with individual, individualized experiences."[23]

Those who advocate the "determinate" methodology contend that the deductive approach is more effective, because it insists upon substantial knowledge of the field of study

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[22] Ralph M. Hower, in Andrews, ed., op. cit., p. 106.

[23] Jerome Nathanson, John Dewey (New York and London: Charles Scribners Sons, 1951), p. 107.

before inferences from cases are attempted. Tead expressed this attitude as follows: "if the student has some background as to the principles and related experience, then his analysis and solution of the case can be an effective training experience ... To ignore consideration of the general principles and assumptions which underlie and validate every procedure is to lessen the usefulness of case discussions to the point of nullification."[24]

In the casebook compiled by George R. Terry in 1949, a set order of classroom procedure is recommended and the following attitude regarding the use of principles in the learning process is expressed:

> The complete mastery of any subject consists not only of passively absorbing facts and principles, but also of analyzing facts and deriving or applying principles. Theoretical and general background information are essential, but of even greater importance is knowing when and how to apply them ... Although answers to case problems are tentative, it is usually best for the teacher to indicate a decision and recommended course of action. To simply indicate "possibilities" leaves the student bewildered. The recommendation may be the instructor's opinion, a student's opinion, or the majority opinion of the students participating in the discussion and should be so designated by the

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[24] Ordway Tead, Human Nature and Management (New York & London: McGraw-Hill Book Co., 1933), p. 229.

instructor.[25]

Boedecker seems to have synthesized the two schools of thought concerning the use of principles in his application of the case method to business administration instruction. He has concluded that:

> A common experience of students is to try to apply to a specific case some previously learned theory or principle. This is done with the belief that each case must have a "magic key" which will unlock all the doors to the final "right" answer. When the principles do not work that way, it is not surprising to find the students blaming the case either as unrealistic or as not reporting all the facts. The fault, of course, lies in part, with previous training which so largely emphasized the ease with which generalization may be applied, without adequately testing their usefulness in a real situation.
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> It is incorrect to conclude that generalizations are useless or that they should not be formulated. However, for the business administrator they must be useful. If his tests show them to be inapplicable he had better learn to put them aside and deal with his problem on another basis. In the case method the student is encouraged to form generalizations for the purpose of establishing a pattern or conceptual scheme of thought within which he can reach decisions. For the business administrator this conceptual scheme must be a fluid system of ideas, for he lives in a dynamic world. To adhere to an essentially static set of principles, would hamper his effectiveness as a problem-solver and decision-maker. It is

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[25] George R. Terry, Case Problems in Business and Industrial Management (Dubuque: W.C.Brown Co., 1949), p. v.

[illegible]

[illegible]

[illegible]

probably a mistake to assume that if one can only discover and apply the "right" principles to a specific case problem, the "correct answer" will follow mechanically.[26]

It has been pointed out that since this thesis is concerned with the development of leadership, its primary concern in the review of the theory and characteristics of the case method lies in the application of the technique to the study of human relations. Many authorities would agree that this application of the method is its most fertile field for success; some would even contend that its only usefulness lies in its application to the study of human relations. Barr felt that "to many persons case studies seem to mean merely the stringing together of facts, objective and otherwise; they miss the fundamental character and contribution of the case study method to education through its continuity with human life."[27]

In regard to the applicability of the case method to human relations studies, Harriet O. Ronken made the following conclusions as a result of her experience:

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[26] Boedecker, op. cit., p. 4.

[27] A. S. Barr, "The Case Study in Education," Journal of Educational Research, Vol. 22, 1930, p. 60.

probably a mistake to assume that if one can only discover and apply the "right" principles to a specific case problem, the "answer are-swer" will follow mechanically."[66]

It has been pointed out that since this thesis is concerned with the development of knowledge, its primary concern is the review of the theory and characterization of the case method also in the application of the behavior to the study of human relations. Some psychiatrists would agree that this application of the method is the most certain field for research; some would even contend that its only justification lies in the application to the study of human relations. Dean Pound said "In many instances study of Torts, contracts cases is more nearly the principle laboratory of Torts, objective and otherwise; they give the "emotional elsewhere and correlation of the case study method to whatever else elsewhere for contending with human life."[67]

In regard to the applicability of the case method to human relations studies, Harvey C. Mansfield made the following considerations as a result of his experiment:

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[66] Lawrence, op. cit., p. 6.

[67] A. A. Berle, "The Case Study in Jurisprudence," Journal of Criminal Law, Vol. 19, 1929, p. 20.

> The case method is peculiarly applicable to a course which deals with the relations of people, regardless of context. In the very act of participating in discussion, responding to one another's ideas or ignoring them, denying their validity or helping to develop them, the students are engaging in human relations. They have therefore in the classroom a laboratory in their subject. There is no such thing, as every beginning physics student knows, as function in pure form; there is always a system that functions. Similarly there is no such thing as co-operation in a vacuum; there are particular people acting together to attain certain ends. Co-operation becomes a reality for the human relations students as they co-operate in analyzing a case and deciding on appropriate action. The case is the common vehicle through which each member relates himself to the group and is the topic through which individual attitudes are expressed.[28]

The very essence of the value of sharing experiences with others seems to find expression in the ability of an individual to overcome resistance to self-insight. In a recent psychological study of this trait Adorno pointed out:

> That people too often cannot see the workings of society or their own role within it is due not only to a social control that does not tell the truth but to a "blindness" that is rooted in their own psychology. Although it cannot be claimed that psychological insight is any guarantee of any insight into society, there is ample evidence that people who have the greatest difficulty in facing themselves are the least able to see the way the world is made. Resistance to self-insight and resistance to social

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[28] Harriet O. Ronken, in Andrews, ed., op. cit., p. 68.

The same method is immediately applicable to a system which deals with the relations of people, regardless of content. In the study of participation in discussion, responding to the instructor's items or ignoring them, dealing with activity up original to develop them, the students are engaging in human relations. They have therefore in the classroom a laboratory in their subject. There is no such thing, as every beginning physics student knows, as theorizing in pure form; there is always a system that functions. Similarly there is no such thing as non-participation in a vacuum; there are participative people giving signals to certain certain other, co-operation between a reality for the human relations students as they co-operate in arriving a case and building on appropriate basis. The role is the common reality through which each member relates himself to the group and in the light through which individual activities are expressed.[3]

The very essence of the value of creating experiences with others seems to find expression in the ability of an individual to overcome resistance by self-insight. In a recent psychological study of this kind Arthur Jersild wrote:

> Real people has never cannot see the complexity of knowing or truth see rule within it is the one not only in a social context that does not fall the truth can to a "blindness" that is rather in their own personality. Although it can not be defined that psychological insight is any guarantee of any insight into society, there is ample evidence that people who have the greatest difficulty in facing themselves are the least able to see the way the world is made, insensitive and to self-insight and resistance to social

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[3] Everett G. Hoover, in Ashmead, ed., op. cit., p. 50.

facts are contrived, most essentially, of the same stuff.[29]

There seems little reason to doubt that the case method, if used with such an end in view, can help to develop personal insight within members of the discussion group. This is a difficult objective, and its success will vary with the individual participants and in relation to the skill of the group leader, but self-insight seems to be a very worthy goal in the learning process and may well be the true key to leadership development. Glover and Hower, in giving pointers on the use of the case method in teaching administrators included this comment:

> Far more difficult than recognizing the unstated and unconscious assumptions of others is recognizing assumptions of one's own. Beyond the phase of recognizing one's own assumptions in particular cases lies that of becoming aware of the assumptions by which one guides one's own life and interprets it and the world about him. Still farther beyond lies the pensive re-examination of these assumptions and values. From this re-examination comes emotional, as well as logical, qualification, rejection, or reaffirmation of these foundations of attitude and outlook.[30]

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[29] W. Adorno and others, The Authoritarian Personality (New York: Harper & Bros., 1950). p. 976.

[30] John D. Glover and Ralph M. Hower, in Andrews, ed., op. cit., p. 22.

they are unknown, some essentially, of the same study.[27]

There seems little reason to doubt that the same situation, if used with such as and in view, can help to develop personal insights which emerge at the observation level. This is a difficult objective, and the success will vary with the individual participants and in relation to the skill of the group leader, but self-insight seems to be a very useful goal in the learning process and may well be the sine qua non in leadership development. Glover and Hover, in giving priority on the part of the case method in teaching administrative business case research

> For more difficult than presupposing the material and economical assumptions of others is recognizing assumptions of one's own. Beyond the phase of recognizing one's own assumptions in particular cases lies that of becoming aware of the assumptions by which one relates one's own life and interprets it and the world about him. Still further beyond lies the possible reconstruction of these assumptions and values. From this re-conceptualization comes greater, as well as logical, qualitative, relational, or multivariate of more formulations of relations and values.[28]

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[27] W. Glover and Hover, The Administrative Personnel (New York: Holmes & Meier, 1970), p. 37.

[28] John D. Glover and Ralph R. Hover, in Andrews, ed., op. cit., p. 34.

In orienting to human situations it soon becomes obvious that the parts cannot be meaningful unless they are studied in relationship to the whole; knowledge of human nature can only be gained through an understanding of man, his relationship with his group contacts, and the influence of his surrounding culture. Pigors and Myers labeled this type of consideration, "situational thinking," and postulated that "in trying to understand people, we need to think about relationships among individuals, and between individuals and the 'wholes' to which they belong."[31]

In the course of this search for understanding of mankind, benchmarks are sought in the book of the social scientists which can be employed as criteria for judgmental decisions. Scott and Lynton have found that mythical book to be rather sparse as regards principles which have achieved general acceptance. However, they have set down the following six statements which they feel summarize the theories most generally accepted today in the field of human relations:

> 1. Man is a social animal: by which is meant that a very considerable part of his behavior is inculcated by his culture and social environment,

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[31] Paul Pigors and Charles A. Myers, Personnel Administration (New York & London: McGraw-Hill Book Co., 1947), p. 38.

In contrasting the common misunderstanding in those versions of-view that like parts remain the essentially unique they are whether in relationship to the social knowledge of human nature can only be gained through an analyzing-of man, his relationship with his group contacts, and the influence of his surrounding environs. Figure and Figure Jackson this type of consideration, "situational influence," and particularized that "in trying to understand people, we need to know about relationships among individuals, and between individuals and the 'society' in which they exist."[21]

In the manner of this analysis for understanding of man-kind, researchers are aroused in the open of the social activities which can be considered as evidence for judgmental criteria. Jacob and Jackson have found that sociologists to be neither aware as regards particular which have maintained general acceptance. However, they late are those the following his relationship which may find expressive the theories most generally accepted today in the field of human relationships:

1. Man is a social animal, by which is meant that a very considerable part of his behavior is determined by his nature and social surroundings.

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[21] Paul Figure and Charles L. Figure, Interpersonal relationships (New York & London: McGraw-Hill Book Co., 1971), p. 34.

but not that his individuality is sacrificed to the herd instinct as is the case with say, bees and ants.

2. An individual's behavior is a composite of his reflexes, trained reflexes, socially conditioned habits and thought -- all four. The normal response in any given situation is a response of the whole being. This response is always a product of heredity, plus total experiences, plus capacity for novel thought.

3. In all his complexity each individual is unique: but though the whole defies quantitative assessment, aspects of people's makeup and activities can be usefully measured.

4. A group of individuals has a distinct character and can be considered as a unit for some purposes: which means that the group is something more than the sum of its parts, namely, a system of relationships among individuals, which modifies the behavior of members; but not that it is an organism in the proper sense, in which the parts would merely be cells of the larger unit.

5. A system of human relationships is a complex balance: a change introduced into the system will have manifold effects as the system reachieves an equilibrium integrating the new element, or seeks to regain its old equilibrium without it.

6. The relationship between cause and effect is always complex: ... any change is likely to have rarefying effects, with causes producing symptoms and symptoms causes.[32]

Dubin has reinforced this conviction that man can gain valuable skill in the science of dealing with his associates

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[32] Jerome F. Scott and R. P. Lynton, in Andrews, ed., op. cit., p. 256.

[illegible] that the [illegible] is characteristic of the [illegible] function as it has been with my, [illegible] and work.

2. An individual's behavior is a component of his personal, learned reflexes, socially conditioned habits and thought -- all [illegible]. The social [illegible] in any given situation is a response of the whole being, that response is always a product of heredity, plus total experiences, plus necessity for novel thought.

3. In all the preceding each individual is unique, has though the whole define quantitative observations, subjects of varied[illegible] and activities can be totally measured.

4. A group of individuals has a distinct character and can be monitored as a unit for some purposes which makes that the group is something more than the sum of its parts, namely a system of relationships among individuals, which modifies the behavior of members but not that it is an organism in the proper sense. It which the group could exist apart from the larger unit.

5. A system of human relationships is a complex balance a change introduced into the system will have manifold effects on the system requiring an equilibrium integrating the new element, or which to regain its old equilibrium without it.

6. The relationship between human and other is always complex ... any change is likely to have reciprocal effects, with [illegible] producing symptoms and problems [illegible].[22]

[illegible] and [illegible] this conclusion that one can [illegible] [illegible] which is the [illegible] of dealing with the [illegible]

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[22] Jerome V. Lodge and B. F. Lipton, in Ashford, op. cit., pp. 220.

through study of human organization. He contends that the state of our knowledge about the formal organizations of society has reached the point where we have "both systematic knowledge and reinforced insights. It should be possible to distill out of the fund of human knowledge a system of principles -- theory, if you will -- about human organizations."[33]

Those accustomed to the seeming exactitude of the principles of physical science will contend that conclusions such as those presented in the preceding paragraph do not form a logically consistent system. It is true that such principles cannot be expressed in mathematical terms, and it is questionable whether they will ever reach the degree of concreteness known in the field of physical science. However, the acceptance of the theory of relativity seems to make the contrast one of degree of exactness rather than one of general vs. unique. Stein has expressed the meaning of this difference as it relates to the study of public administration as follows:

> The primary difference seems to be a question of manageable variables. At least to the layman

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[33] Robert Dubin, Human Relations in Administration (New York: Prentice-Hall, Inc., 1951), p. vii.

through study of human organizations. We maintain that the state of our knowledge about the formal organizations of society has reached the point where we have their equivalent knowledge and authoritarian institutions. It should be possible to discuss one at the cost of some knowledge a system of organization — theory, if you will — above human organizations."[22]

Those accustomed to the operating characteristics of the principles of physical science will recognize that organizations such as those presented in the preceding paragraph is not truly a logically consistent system. It is here that such potentials cannot be experienced in mathematical manner, and in the quantitative studies they will never reach the degree of consistency known in the field of physical sciences. Further, the acceptance of this theory as reliability may seem to raise the continuous case of degree of experience rather than one of present vs. absence. Thus the acceptance the question of this difference is to reduce to the study of public administration as follows:

> The primary difference seems to be a question of acceptable evaluation. As Dahl in the Dynamics

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[22] Robert Dahl, Human Relations in Industrial-Civilization (New York: Harcourt-Brace, 1957, Xxxii, 6, 7).

> it appears that the problems of physical science can be so isolated for practical purposes that all the relevant variables can be determined with precision. In dealing with the materials of the social sciences, the problems are so infinitely more complex that all the relevant variables cannot be effectively isolated or precisely determined. In consequence, generalization for the student of public administration is far less definitive than for the student of physics or chemistry.
>
> There is a further important respect in which generalization differs in the two kinds of science. The facts of the physical scientists' world are essentially neutral and unaffected by criticism: no wars will be waged, no hearts broken over the digits set down when the value of pi is determined to another hundred places past the decimal point; nor do the physical properties of uranium change when an article is written about them. But the facts with which the social scientist deals are in themselves loaded with values, and susceptible of reaction.[34]

It follows naturally from the above conclusions concerning the nature of human relations principles that social values will exert a major influence upon group and individual behavior patterns. Both local and external social codes must be studied and applied before use of principles can be meaningful in human relations studies. It has been found that the case method can take these codes into consideration if the group attitude developed permits acceptance of such factors in the discussions. Ulrich has commented on this relationship as follows:

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[34] Stein, op. cit., p. xxiii.

It appears that the problem of prejudiced judgment can be so isolated for practical purposes that all the relevant variables can be determined with precision. In dealing with the materials of the social sciences, the problem has be infinitely more complex than all the relevant variables cannot be effectively isolated or precisely determined. In consequence, generalizations for the students of public administration is far less definitive than for the students of physics or chemistry.

There is a further important respect in which generalizations differ in the two fields of science. The facts of the physical universe' which are essentially neutral and verified by criticism regardless will be logical, we learn because even the atoms and down when the value of pi is determined by another Newtonian planet just the Neptunian period or the physical proposition of wrought change when we switch to mistakes about them. But the facts with which the social scientist deals are in themselves imbued with values, and subjectivity of reaction.[34]

It follows naturally from the above conclusions concerning the nature of human relations principles that social values will exert a major influence upon group and individual behavior patterns. Both local and universal moral codes must be studied and applied before one of principles can be essential in human relations studies. It has been found that the same moral and ethic theme runs into vocational studies if the group attitude developed permits acceptance of such factors in the classroom. Stated has commented on this relationship as follows:

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[34] Hyde, op. cit., p. xxiii.

> Few cases can be unravelled very far before matters of objectively established fact lead to questions of interpretation and judgment. Interpretation and judgment in turn depend upon the underlying social values held by the person studying the case. Critics of the case method say that since it deals with only one case situation at a time, it offers the student no opportunity to recognize the general social problems implicit in the whole series.
>
> This limitation is not inherent in the case method. To be sure, the student will have no opportunity to raise questions about social value, if the teacher feels that such questions lie outside the scope of discussion. In turn, the teacher's willingness to hear the students depends on his willingness to subject his own values to critical scrutiny. The stimulus for deeper social thinking by the student may come either from student or teacher, but it must be accepted by the teacher within the working context of the course. With skilled instructors, a student may bring his preoccupations about social values to bear upon virtually any case. He may recognize the limits to his own perspective and acquire deeper insights. Thus he can relate questions of value to problems of action, instead of dealing with them in a vacuum.[35]

In the chapter on the nature of leadership it was pointed out that proficiency in the science of human relations is one of the requisites of military leadership. It is also to be recalled that the basic conviction which motivated this study was the need for a formal program for officers in the navy which would develop personal insight and

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[35] David N. Ulrich, in Andrews, ed., op. cit., p. 27.

[illegible]

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scientific problem-solving ability in the human relations field.

Arthur K. Davis, a sociologist who served as an officer in the navy during the war, made a study after his return to civil life that offered some interesting conclusions. These conclusions strongly support the attitude that there is a definite need in the navy for the introduction of some leavening factor which will open the institutional mind to a broader concept of leadership. His specific hypothesis was:

> The effective performance of the manifest functions of a military bureaucracy required a certain type of occupational discipline and formal organization; these in turn tend to create inherent pressures toward recession of goals, occupational ritualism, and professional insulation; which in turn may alter the actor's definition of the situation so as to impair systematically his effectiveness in carrying out the manifest functions of the bureaucracy.[36]

He concluded that there is considerable evidence from the navy officer corps which affirms his hypothesis and which helps to explain why conventional career soldiers have frequently resisted essential innovations like automatic firearms, tanks, air power, and the unified command.[37]

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[36] Arthur K. Davis, in Dubin, op. cit., p. 348.

[37] Ibid., p. 361.

scientific problem-solving ability to the human relations field.

Arthur G. Davis, a sociologist who served as an officer in the army during the war, made a study after his return to civil life that offered some interesting analysis. These conclusions strongly support the article that there is a definite need in the army for the establishment of some functional career ladder with open and competitive ties to a similar program of instruction. This specific proposal was:

> The military performance of this specialist functions as a military homogeneity engineer a certain type of personnel identification and training and scientifically chosen in turn used by private industry preserve normal specialist of quality, intelligent citizenship, and professional leadership roles in turn are after the army's duties. Some of the advantages to an in-house apprenticeship only the additional to supply you the scientific field problems of the environment.[36]

In addition this theory is considerable evidence from the army officer corps which affirms his hypothesis and which helps to explain why professional career soldiers have frequently violated essential instructions like automatic promotions, ranks, his power, and the medical research.[37]

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[36] Arthur G. Davis, in Tomin, op. cit., p. 349.

[37] Ibid., p. 351.

Before proceeding to a study of the characteristics of the case method in action, there is one final basic aspect which should be considered -- that is its treatment of factual knowledge. At first glance it would appear that this method does not provide for any transfer of factual knowledge, but a deeper consideration shows that there is actually a unique opportunity presented in the study of cases to motivate the students to the learning of an even larger amount of textbook type material than is found in the conventional approach. In the study of cases, the students deal with knowledge in the context of its use by the people in the case and in the classroom to meet the needs of the situation. For most, it creates an incentive to acquire knowledge, since the student can continually perceive his need for knowledge in dealing with problems requiring action.[38] Boedecker expressed this aspect of the case approach as follows:

> Cases, of course, contain technical information in the same sense that textbooks do. But cases go further than textbooks. The case problem presents a strong motivation for seeking background information and knowledge. Information sought for specific reasons is better based than that which is "learned" because it may be helpful someday when you are out of school.[39]

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[38] Ulrich, loc. cit.

[39] Boedecker, loc. cit.

Before proceeding to a study of the elaboration of the case method in action, there is one final basic assumption which should be examined -- that is the development of functional knowledge. At first glance it would appear that this method does not provide the any semblance of charged knowledge, but a deeper consideration shows that there is actually in a unique opportunity presented in the study of cases to activate the students in the learning of an even larger number of traditional type historical cases is found in the conventional approach. In the study of cases, the students deal with knowledge in the context of its use by the people in the cases and in the situations in which the people in the cases are attempting. For instance, if concerned in learning an English knowledge, where the students are anticipatedly preparing for work for knowledge in dealing with problems requisitions.[32] Donkelaar expresses this aspect of the case approach as follows:

> Cases, of course, contain conceptual informations to the case areas which textbooks do, but cases go further also knowledge, the case problem connects a living reality for learning analyzed information and knowledge. Interestingly enough the specific reasons to answer learn more than which is "learned" because it was in actual situation [illegible] real life.[33]

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[32] Hardin, Loc. cit.

[33] Donkelaar, Loc. cit.

Characteristics of the Case Method

The case method consists of considerably more than the assignment of cases and the application of techniques for conducting discussions. If properly used, it involves a rather difficult methodology in which the role of the teacher, the role of the student, and the process of decision-making must be mutually understood and carefully observed. One basic consideration is the necessity for realization by both the teacher and the students that students will not acquire new understanding until they are ready to do so. "They cannot superimpose new attitudes upon existing ones. The process requires change of the existing structure. Change must occur especially in certain attitudes that function as obstacles to learning. These attitudes take many forms, according to the personality of the individual student."[40]

The process of attitude-changing occurs best in an atmosphere which is not only student-centered but also one in which a motivating rapport has been established. The good instructor in the case system will realize and admit that he has no monopoly on ideas. He will encourage his

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[40] Ulrich, loc. cit.

Characteristics of the Case Method

The case method consists of overwhelmingly more than the employment of cases and the modification of textbooks for conducting discussions. It properly used, it involves a radical curriculum methodology in which the role of the teacher, the role of the student, and the process of evaluation must be radically redefined. The basic consideration in this methodology for instruction is both the teacher and the students that students will succeed because they want to do so, rather than because they must. The process requires change of the conventional structure, change much closer especially to certain attitudes that teachers as contrasted to learning. These attitudes have many forms, according to the personality of the individual educator.[40]

The process of attitude-changing course that is an absorption which is not only cognitive-centered but also one in which a motivating factor has been established. The good instructor in the case method will realize not only that he has no monopoly on ideas, he will encourage his

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[40] Bloch, op. cit.

students to joint effort in the quest for knowledge, putting forth ideas of his own only when it is appropriate for him to do so as a member of the discussion group, and then with the understanding that his ideas are to be weighed and tested along with those of each student.

> When the students do not promptly bring up the points he considers important, he resists the temptation to "let go" and lecture at them, for he recognizes that they can learn only at the level where they are, not at the level where he would like them to be. He remains sensitive to class moods, continually judging where to turn his attention next among the students, when to develop or drop a subject under discussion and when to drop one case for another. With the proper leadership, student-to-teacher recitation should give way to more and more frequent discussions among students, with the instructor acting as a participant or as an observer of the discussion process.[41]

Some of those at Harvard would insist that the instructor should rarely, if ever, drop the role of the observer, but this attitude does not seem to be generally shared.

In the interest of pursuing the contrast in opinions concerning the role of the teacher, some other attitudes will be cited. Returning to the student-centered concepts of Rogers, the following role is prescribed for the leader:

> Initially the leader has much to do with setting the mood or climate of the group ex-

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[41] Ulrich, op. cit., p. 30.

[illegible] to joint efforts in the quest for knowledge, putting their [illegible] of life also only when it is appropriate for him to do so as a member of the discussion group, and then only with [illegible] that his ideas are to be weighed and [illegible] along with those of each student.

> When the students do not generally bring up the matter in question themselves, he mentions the connection for "her gal" and believes it time for he recognizes that they can learn only at the level where they are, not on the level where he wants to be. In creative monitoring a class mode, continually judging things in his own his attention must focus the students, when to develop or deep a matter under discussion and have to drop one issue for another, with the proper [illegible], stimulate-function realization should give they to more and more [illegible] discussion group members, with the instructor acting as a participant or as an observer of the discussion process.[11]

Some of those in Lonergan would feel that what instructor should merely, if ever, deep the role of the observer, but this criticism does not seem to be generally valid.

In the interest of promoting the [illegible] in question [illegible] the role of the teacher, some other attitudes will be [illegible]. Indicative of the [illegible] of [illegible], the criticism also is [illegible] the teacher:

> Individually the teacher has need to be with [illegible] the good or illness of the group [illegible]

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[11] Gibson, op. cit., p. 30.

perience by his own basic philosophy of trust in the group, which is communicated in many subtle ways.

The leader helps to elicit and clarify the purposes of the members of the class accepting all aims.

He relies upon the student desire to implement these purposes as the motivational force behind learning.

He endeavors to organize and make easily available all resources which the students may wish to use for their own learning.

He regards himself as a flexible resource to be utilized by the group in the ways which seem most meaningful to them, insofar as he can be comfortable operating in these ways.

In responding to expressions from the group, he accepts both the intellectual content and the emotionalized attitudes, endeavoring to give each aspect the approximate degree of emphasis which it has for the individual and the group.

As the acceptant classroom climate becomes established, the leader is able to change his role and become a participant, a member of the group, expressing his views as those of one individual only.

He remains alert to expressions indicative of deep feeling and when these are voiced, he endeavors to understand these from the speaker's point of view, and to communicate this type of understanding.

Likewise when group interaction becomes charged with emotion, he tends to maintain a neutral and understanding role, in order to give acceptance to the varied feelings which exist.[42]

A somewhat similar attitude to that of Rogers and one which is less self-abnegating than that held by the Glover and Hower group at Harvard is expressed by Gragg as follows:

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[42] Carl Rogers, Client-Centered Therapy (Boston & New York: Houghton Mifflin Co., 1950), p. 402.

problems by this very basic philosophy of trust in the group, which is constituted in many subtle ways.

The teacher helps to clarify and clarify the purposes of the members of the class according all sides.

He writes down his members desire to implement these purposes as the motivational force behind learning.

He endeavors to organize and make easily available all resources which the students may wish to use for their own learning.

He regards himself as a flexible resource to be utilized by the group in the ways which seem most meaningful to them, insofar as he may be realistically available in these ways.

In responding to expressions from the group, he accepts both the intellectual content and the emotional attitudes, endeavoring to give each aspect the appropriate degree of emphasis which it has for the individual and the group.

In the exercise of his leadership he also tries to change his role and become a participant, a member of the group, expressing his views as those of one individual only.

He remains alert to appreciation indicating deep feeling and when these are noted, he endeavors to transform the emotional energy from the elements of hate or alienation, and to communicate this type of understanding.

Likewise when group interaction becomes charged with anxiety, he seeks to maintain a realistic and understanding pace, he seeks to help members to the working difficulty which exists.[12]

A somewhat similar attitude is that of Rogers and one which is here well-integrated from their work by the Jennes and Shaw groups as phrased in accordance by Rogers as follows:

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[12] Carl Rogers, Client-Centered Therapy (Boston: Houghton Mifflin Co., 1951), p. 446.

> Under the case system, the instructor's role is to assign the cases for discussion, to act as a responsible member of the group delegated to provoke argumentative thinking, and to guide discussion by his own contributions and questions toward points of majorimportance; and, if he chooses, to take a final position on the viewpoints which have been threshed out before him. The more powerful are the student arguments, the heavier is the burden on the instructor; he must understand and evaluate each contribution, many of which are new to him, regardless of how thoroughly he has studied the cases or how many times he has used them with previous classes. To the instructor, every class meeting is a new problem and a new opportunity both to learn and to help others to learn. The important question under these circumstances is not whether the student pleases the instructor, but whether he can either support his views against the counter-attacks and disagreements of others in the group, or, failing to do so, can accept cooperatively the merits of his antagonists' reasoning.[43]

Tead held a more authoritarian view than that of Gragg for applying the case method to business. His concept of the leader's role was:

> In short, put individuals into a problem situation; guide the process by which they consider the ways out and they decide to try one likely alternative; stir them by the prompting of a strong desire to get themselves out of a difficulty; then help by suggesting the relative merits of the alternatives which they are considering to show how one particular line of action seems likely best to fulfill their desires; and, finally, get them to try it out. This is the formula for the executive leader who would put his people through an effective learning process.[44]

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[43] Charles I. Gragg, in Andrews, ed., op. cit., p. 7.

[44] Tead, op. cit., p. 70.

Under the same system, the instructor's role is to assign the cases for discussion, to act as a responsible member of the group entrusted to provoke argumentative thinking, and to guide discussions by his own contributions and questions to some points of agreement and, if he chooses, to take a firm position on the alternatives which have been threshed out before him. The more perceptive form the students composing, the harder is the burden on the instructor to grasp underlying and articulate such contradictions, more or which are due to him, regardless of how knowingly he has modified the cases or has only allowed the best cases with previous students. In this instance, study alone involving in a new problem and a new experiment both to learn and to help others to learn. The important question being discussed is not whether the students planned the experiment, but whether he has either supports his view against the nonsense-attacks and disregards of others in the group, or, failing to do so, has moved cooperatively the merits of his contentions' weakness.[33]

Thus helps a more informative view than that of trying for applying the work method to business. The example of the leader's role says:

> In short, you individuals form a problem situation; you make the problem by being step-wise the more you and they decide to try out their ideas cooperatively with them by the principle of a strong desire to get knowledge out of a situation; then help by supporting the relative merits of the alternative ideas that are conducive to show how one particular idea of solution stands strongly best to fulfill their desirably and, finally, get them to try it out. This is the formula for the executive leader who wants his people through an effective learning process.[34]

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33 Charles E. Gregg, in Andrews, op. cit., p. 7.
34 Tonk, op. cit., p. 70.

Again, the conclusions of Boedecker seem to provide the best synthesis of the two extremes which a case instructor might represent. Excerpts from his conclusions are as follows:

> The teacher must listen carefully to what students say ... to hear meanings expressed in feelings and attitudes ... The skill of the teacher rests in lifting up these meanings so students can examine them and learn about them.
>
> Secondly, the teacher should remain silent long enough to allow students to express their ideas ... If he firmly believes that students have a responsibility for learning, then he must honor the opportunity for them to exercise that responsibility.
>
> Thirdly, the teacher must, through the exercise of great skill, create an environment in which students are encouraged to verbalize at length the ideas that they tend to express in abbreviated form. In general, this means that the dignity of the student must be respected, that his ideas are not to be sarcastically ridiculed, and that his intellectual contribution, even though not overwhelming in importance, is recognized as having led in some way to understand the problem of the moment.
>
> Fourthly, those who teach with cases must learn to use judiciously the authority which naturally surrounds the teacher ... little is to be gained and much lost by trying to establish the teacher as a mental superior who may be appealed to in support of opinions or actions. ... it is doubtful that a single instructor can match the collective capacities of a class to see all the facets of a case.[45]

One final point worth considering in connection with the role of the teacher is the probability that a certain

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[45] Boedecker, op. cit., p. 2.

Lastly, the qualifications of Bumbershoot seem to provide the more qualitative or the non matrixes which a more traditional or might emphasize. Examples from his evaluations are as follows:

> The teacher must listen carefully to what students say ... to have reasoning questioned in fresh light and definitions ... the ability of the teacher rests in bringing up those questions or problems one students then feel have about them.
>
> Finally, the teacher should provide ample time for other students to offer evidence to support their claims ... if he feels believes that students have a responsibility for learning, then he must lessen the responsibility for them to assume this responsibility.
>
> Lastly, the teacher must, through his mastery of group skill, create an environment in which students are encouraged to verbalize in ways the other that they to express in effectiveness form. In general, this means that the dignity of the students must be respected. That is those who not to be successfully ridiculed, and that the individual participations, even though not stimulating to interesting, is encouraged as having had in some way to contribute the problem of the session.
>
> Finally, since the teacher also must learn to use judiciously the evaluating skills, he must carefully examine the tasks ... little to be gained by pulses not such that to cause to develop the students or a social situation the may be operated in in sequence of questions or actions. ... It is doubtful that a single instrument can assess the participation expectations of a class in two all the charts of a case.[5]

The final point with regard to evaluating in accordance with the role of the teacher is the prescribing such a certain

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[5] Bumbershoot, op. cit., p. 7.

amount of counseling will be required by some of the students as a natural by-product of the student-centered role which produces a new experience for many of them. It has generally been concluded that the counseling role can be carried out more effectively by some administrative official other than the teacher, but in many instances there will be no person other than the teacher to whom the student may turn. In commenting on this adjunct of the case system, as it affects the student, Fox has said:

> One of his basic difficulties is found as a rule to be his failure to realize that the case method is attempting to increase his power of analysis and simultaneously is requiring that he come to know his own strengths and limitations. In this process the instructors are not fulfilling the role that he expects of them, namely, sorting out the important from the unimportant. Rather, they are asking him and his fellow classmates to examine a whole range of areas and reach their own conclusions.
>
> Often the student is especially upset by the way one or two instructors conduct their classes, claiming that these men never give them any answers at all. The student is usually also bothered by what he calls the amount of class time wasted by his fellow students, and raises the question, why does the School permit this to happen. The amount of time that is required to reorient successfully the men in this group varies widely, but the minimum is between ten and fifteen hours and some cases may require up to thirty hours. Without this attention we know that these men will not only fail to develop themselves as they should but in many instances will begin to retard the growth of some of their fellow students, and it has been known that they have ad-

versely affected the progress of a whole section.[46]

For the student, exposure to the case method is usually a new experience which is quite different from any previous exposure to the educational process. He must learn to ask questions of himself which heretofore have been asked by the teacher. He must observe what is going on within the limits of the case according to the facts provided on the printed page. These facts must be weighed as to relevance, authenticity, and emotional loading; then they must be organized in such a fashion that the basic problem to be solved can be identified. When the problem has been refined, the facts must be evaluated in the light of that problem and a tentative solution formulated, to be tested by the synthesis of experience inherent in the discussion group.

The student or conference member must learn to listen to what other group members have to say without a pre-formed conclusion which resists intrusion. He must overcome resistance to insight in order better to evaluate his own prejudices and culture and their influence on his problem-solving ability. In a word, he must gain a new appreciation

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[46] John B. Fox, in Andrews, ed., op. cit., p. 48.

vantage attributed the processes of a single nation.[30]

For the students, responsive to the main method is essentially a new experience which is quite different from any previous exposure to the educational process. He must learn to ask questions of himself which heretofore have been asked by the teacher. He must observe that in going on with the lesson, the limits of his own knowledge in the lesson provided on the printed page. These facts must be explained in relevance, understandingly, and sentiment indicates that they must be incorporated in such a fashion that he feels provided to be motived over his individuality. When this problem has been reflected, the finite must be relinked to the light of that question and a meaningful relating dynamically, is to involve by the specialists of experience learned in the discussion group.

The student of conference seminar must learn to listen to what other people have to say in his attempt a pre-formed conclusion which awaits interaction. He must practice restraint in insight in order better to evaluate his own prejudices and values and their influence on his problem-solving ability. In a word, he must gain a new appreciation

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[30] John F. Tyler, op. cit., p. 50.

of the fallibility of his own conclusions and a new open-mindedness toward hearing and accepting the valid conclusions of others.

In addition to the teacher's role and the student's role, consideration must be given to the structure of the case. The skill with which the case material is gathered and recorded probably has as much effect on the outcome of the entire program as any other element involved. That, however, is a study in itself and is beyond the scope of this thesis. All that needs to be clarified here in relation to cases is the definition and function thereof. One concept which is appropriate to this study considers a case to be:

> A crystallized set of facts, a report of an episode, taken from a real-life business situation involving people. It presents a problem or series of problems for consideration by the student. In the sense that there is more than one useful or workable course of action which students choose, a case has no single correct "solution" or "answer." The function of the case is to pose a situation in which facts, opinions, and judgment are in conflict. The conflict leads to analysis, decision and action.[47]

The process by which agreement and mutual understanding is achieved presents one of the most complex elements of the case technique. The procedure which should be followed by the individual in attacking a case problem has been expressed

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[47] Boedecker, loc. cit.

of the possibility of the non-manifestation and a new dynamic relationship involved having and accepting the vital contradiction of reality.

In addition to the teacher's role and the student's role, responsibilities must be given to the structures of the game. The skills with which the game materials is patterned and presented certainly can strongly effect on the outcome of the entire complex in any other elements involved. Thus, however, as a study in itself and is beyond the scope of this thesis. All this seems to be clarified here in relation to issues in the definition and formation theatre. The example which is appropriate to this study concludes a scene in her

> A convertibled car at Paris, a rapport of an unknown, taken from a semi-like tendency situation involving people. It reveals a problem or series of problems for consideration by the student. In the scene that there is some sign the radical or variable nature of action which stimulate change, a sense has an simple element "unfolding" or "change." The direction of the dual is to lead a situation in which Paris, actions, not thought, may be modified. The possible basis to analysis, resolution and action.[17]

The process by which scenarios and radical understanding is actively generated has of the most complex elements of the game techniques. The processes which should be followed by the initiated in attempting a game problem has been approved

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[17] Boudreau, op. cit.

by Peterson and Plowman as follows:

> 1. He must visualize the present situation as related to the basic principle or principles that have been developed.
>
> 2. He must visualize the manner in which application of the basic principle will be modified in the particular case or situation. Precedents help by indicating what modification was necessary in particular circumstances.
>
> 3. He must visualize what new circumstances are present in the current problem which will tend to strengthen or defeat the implications of the past.[48]

When the individual's solutions are shared in the case discussion there must exist an atmosphere which permits spontaneous expression of feeling. "We should expect that when there is greater correspondence between what members say and what they intend to say, when members are willing to make public to the group their real attitudes, creative ideas, and true feelings, then it is more possible that mutual understandings will be developed."[49]

Another problem which will plague even the experienced case instructor will be the decision as to how much time to allow for discussion of each point. Success in educational

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[48] Elmore Peterson and E.G. Plowman, Business Organization and Management (Chicago: Richard D. Irwin, Inc., 1942), p. 468.

[49] Thomas Gordon in Carl Rogers, op. cit., p. 380. See Appendix B also for a discussion of the relative value of "outside" vs. "local" cases and a recommended sequence of case analysis.

by Parsons and Clausen on judgment:

> 1. We must clarify the general situation in relation to the basic principle or principles that have been developed.
>
> 2. We must clarify the manner in which application of the basic principle will be modified in the preliminary case on effectiveness. Immediate help by indicating what qualifications are necessary in particular circumstances.
>
> 3. We must visualize what new circumstances may present in the current problem which will need to be interpreted or defined the implications of the past.[69]

Even the individual's attitudes are shaped in the same alternative there must exist a atmosphere which provide appropriate conversation of feeling. "We should expect that when there is greater correspondence between what members say and what they actually do, which members are willing to make public to the group their real attitudes, preferences, and true feelings, then it is more possible that natural relationships will be developed."[70]

Perhaps certain which will change even the discussional case instructor will be the decision to be see such time in allow for discussion of real points. Clausen in discussional

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[69] Clausen Parsons and R.A. Clausen, Problems Involved in Film and Discussion (Leadership Library 2, Inside Ohio, 1951), p. 7.

[70] Thomas Lewis in Just Talking, Ed. Allen, p. 38, Lewis suggests 3 also the a discussion of the initiative value of "relative" who, "Just" means and a conversational response of each activity.

endeavor has for ages been measured by the amount of subject matter covered, rather than the amount uncovered. There is much to be said in favor of allowing considerable flexibility in the time schedule in case discussions. Stein has expressed the conclusion of public administration case teachers on this problem as follows:

> One other conclusion of those who have been testing the cases in the classroom may deserve mention here: the desirability of allowing enough time for ample exploration of the issues in each assigned case, and, to the maximum extent feasible, the desirability of allowing enough flexibility in the course curriculum to permit some variation from schedule in the length of time actually devoted to the assigned cases ... if the educational function is to be fulfilled, the students' questions, whether wise or naive, must not be suppressed; they may be unanswerable because our knowledge is inadequate, but the elucidation of why a question is unanswerable is in itself a useful exercise.
>
> Another reason for allowing ample time for discussion, and for avoiding any rigid appropriation of class time to each case, is the newness of the technique to students of coping with classroom materials in which their chief task is to solve problems dealing with human beings.[50]

A word of caution is appropriate at this point, lest the issue be oversold. Some may conclude from the emphasis upon a client-centered technique and the insistence that the teacher be merely a member of the group rather than a source of answers that there is no place for lecture in the

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[50] Stein, op. cit., p. xxxii.

probably that far more been accomplished by the amount of military money expended, rather than the amount conserved. There is much to be said in favor of allowing questionable flexibility in the time-schedule in such discussions. Plato has expressed the association of public administration with business on this problem as follows:

> The other immediately at those who have been treating the means in the classroom and laboratory under the identification of activities among them for single application of the issues in each individual case, but, on the contrary, the task involved, the importance of activities through flexibility in the course curriculum in point some excluded from schedule in the light of time activity devoted to the assigned tasks ... If the educational training is to be fulfilled, the students' questions, whether or not, each but be appropriate, they may be responsible because our training is inadequate, but the characteristics of ship is question to approximate to be benefit a useful service.
>
> Another reason for allowing single time for discussion, and for avoiding any rigid apportionment of class time to each issue, is the necessity of the instructor to stimulate or develop with classroom participation in which their other hand is to encourage discussion with human beings.

A need of another is introduction in this work, that the issue be overcome. Some may remember from the beginning when a civil-military relations and the instructors can instruct to apply a number of the great reform than a series of lessons that been is so which for instruction in the

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[9] Plato, op. cit., p. [illegible].

case program at any time. Fuller has offered a valuable definition of the unique place of the lecture in the case method and a delineation of the pattern of its structure:

> No matter what approach he takes, the instructor will do well to indicate that his remarks are only one man's way of putting together what seemed important to him in the class development. He will offer his lecture as a sample of the kind of thinking he has been trying to stimulate in class and he will encourage the students to make their own efforts to apply this thinking not only to the course work but to other facets of their lives. In this way the instructor serves a two-fold need: first he gives the students some leads about how to put together a variety of factors that have emerged in a specific situation (the course); he is illustrating situational thinking. Secondly, he is satisfying a very real need of his own. As a member of the social system that is the class, the instructor has certain purposes and feelings. If his relationship with his students has been properly developed, he can respect these purposes and express these feelings from time to time without being considered authoritarian and without taking from the students the initiative they must exercise to make this kind of course a success.[51]

Experience at Harvard has revealed that there are at least five different approaches which students use in "solving" cases. These have been referred to as:

1. The "Who-done-it?" approach -- find the evidence, locate the guilty party, and mete out punishment;

2. The "What is the problem?" approach -- the inclination to dismiss the case at the outset if "the problem" is

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[51] Frances M. Fuller, in Andrews, ed., op. cit., p. 53.

not readily obvious;

3. The "We don't have enough information" approach -- leads to speculation rather than analysis;

4. The "Is it true?" approach -- instead of "Why are these things important whether they are true or not?";

5. The "favorite thesis" approach -- characterized by the type of attitude that says "This is clearly a problem of lack of two-way communications, and management should do something about it."[52]

When the student comes to the point of recognition of the bias which produces one of the five stereotyped approaches, he begins to realize that "we all look at the world through our own particular pair of glasses, with one lens labelled 'attitudes' and the other 'assumptions.' The material from which these lenses are ground is, of course, our experience, education, personal history, and so on. Whether the glasses aid or inhibit our way of looking at the world, however, depends on how we have assimilated these things."[53]

To complete the discussion of the characteristics of the case method it is necessary to consider the objections and limitations which have been experienced in connection

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[52] Ibid., p. 88.

[53] Ibid.

and quality matters)

2. The "We don't have enough information" approach — basis of operational control under consideration

4. The "It isn't perfect approach — Instead of "Why are some College Industrial students that are more or less?"

5. The "Negative Social" approach — characterization of the type of attitude that says "This is already a problem at least of two-way communication, and consequently should assumably alone by."[24]

Then the research turns to the point of consideration of the also which involves one of the item statement approach. In trying to realize that "We all look at the world through our own particular lens of glasses, with our own limited 'attitudes' and our own 'preoccupations.' The several item statements that follow have been grouped in, of course, our experiences, evaluations, personal history, and so on. Whether the glasses all do reflect our of looking at the world, however, doubtful so that it have questionnaire based relies.[25]

To minimize the disadvantage of the subjectivity of the item method it is necessary to consider the objectives and instructions using have been adjusted in questionnaire

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24 Ibid., p. 87.

25 Ibid.

with its use. Probably the most usual complaint is that the case appears unrealistic or incomplete to the student. This can be a valid objection if the case has not been carefully and professionally drawn from a real life situation. The complaint will still be raised by many even when the cases have been well prepared. In this event the student must be taught to realize that never does one have all of the facts; the expert administrator is the one who can make adequate decisions with an appreciation of the limitations involved. In a sense, this adds additional value to the case approach, in that it emphasized a real-life situation which the student must learn to face.

Another objection to the case itself which is often raised is that it is either so complex that it causes the student to become lost in the mass of complicated factors, or it is so "pruned" that it presents only a single issue -- a situation which can not be true to life.[54] This again is a problem of proper case preparation which this study will not pursue.

Probably the major objection to the case method is its apparent slow pace when compared with the chapter-a-day type of educational process. The need for thorough discussion

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[54] Pigors and Myers, op. cit., p. 323.

with his sons. Probably his most moral statement is that the sons dispense morphadites or hermaphrodites in her analysis. This can be a valid objection if the sons had not been essentially and particularly human from a very late standpoint. The regulators will still be valued by many even though the sons have been said personally. In this sense, the critics must be caught in another also-ran dues-ego loop of the Tiresias because unidentifiable in the one the sons brought dissatisfaction with an appreciation of the individuals involved. In a sense, this also additional value to the case somewhat. In that it suggested a post-Zen alternative which the sons-does work insofar as there.

Another criticism an can even itself voice is where valued is that it is either an overlook that it causes the student to become lost in the maze of conditioned thinking, or if is an "unused" mind is provoke only a single issue — a situation which can not be true so late.[53] This again is a problem of course that corresponding which this study will not answer.

Probably the major objection to the sons voiced in the approach also pure when measured with the standard-of-the type of observational criterion. The need for thousands thousands

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[53] Tiresias and Sparks, op. cit., p. 323.

and a permissive attitude toward student's comments has been discussed earlier; it is obvious that this procedure can be time consuming. Yet, many of those who have taught both the conventional and the case method feel that real learning can progress at a better pace in the latter program despite the apparent slowness of advance.

Most of the other objections which have been raised arise from abuses on the part of the instructor. It has been found that more individual attention must be paid the students than is generally necessary in other methods. Their individual shortcomings must be recognized and corrected in order for them to develop confidence in themselves.[55] Furthermore, if the instructor insists that he has the right and only answers and conceives his duty to involve pounding those answers into the students, the unique characteristics of the system will be perverted, and the opportunity for reaching responsible judgments on the basis of an original analysis of the facts is denied to them.[56]

A few pointers have been given by some instructors who have used the case method under a number of different cir-

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[55] J. N. Manildi, "Case Method of Teaching on the Senior Level," Journal of Engineering Education, Vol. 41, June 1951, p. 584.

[56] Gragg, op. cit., p. 9. See Appendix B also for a discussion of limitations of the case method.

and a preparatory activities seemed relatively adequate but some classroom conditions it is obvious that this procedure can be very needlessly. Very many of teens who have taught with the conventional and the team without feel that work therefore has improved as a better plan in the latter procedure despite the apparent elimination of schedule.

Both of the other experiments which have been related in this time element on the part of the laboratory. It has been found that with individual attention such to pick the vocabularies from to generally necessary to whose methods. Teacher initiative administration more to investigators and worthwhile to enter the class to develop confidence in themselves.[27] Improvement, if the laboratory feature that be has the right and only because and encourage the step to involve pupils share whence into the students, the helpful administration of the teacher will to improved, as use opportunity for meeting responsible judgments in the basis of the conflicts activity of the teacher to notice to them.[28]

A few problems have been given by some institutions who have used the team teaching where a means of difference sim-

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[27] J. V. Hunkins, "Some Methods of Teaching on the Senior Level," Journal of Secondary Education, Vol. 32, June 1961, p. 265.

[28] Hunkins, op. cit., p. 3, has developed a plan for a division of facilities of the team method.

cumstances. Those which appear to be applicable to this study are excerpted below:[57]

1. Require written reports to be prepared by the students in order to insure that they work out the solution in their own mind.

2. Allow and encourage maximum participation in discussions and full coverage of each case, within a reasonable time limitation.

3. Provide at least a two hour session for each meeting.

4. Restrict the group to around twenty members. (However, at Harvard Graduate Business School a minimum of 40 students per group is desired.)

5. In a formal school program, vary the choice and sequence of cases each semester to discourage a tendency toward "pat" answers.

6. The classroom procedure should be varied frequently. Purposeful use of visual aids and special techniques such as role-playing can be very effective at times.

7. Recommend and encourage outside reading as it is sought by the students, rather than as a required assignment.

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[57] Excerpted from Glover and Hower in Andrews, ed., op. cit., p. 19, and Manildi, op. cit., p. 584.

[illegible]

4. Students written reports to be prepared by the students to order to change [illegible] not are motivated to [illegible].

5. Allow any necessary [illegible] to [illegible] and full [illegible] of each [illegible], which a reasonable time [illegible].

6. Provide at least a [illegible] for each [illegible].

7. Emulate the [illegible] to [illegible] memory, ([illegible], in [illegible] [illegible] [illegible] a [illegible] of 40 students per group is [illegible].)

8. In a formal [illegible] [illegible] [illegible] the [illegible] [illegible] memory of [illegible] [illegible] necessary to [illegible] a [illegible] [illegible] "[illegible]" memory.

9. The classroom [illegible] should be [illegible] [illegible]. [illegible] use of visual aids and auditory [illegible] [illegible] as [illegible] can be very [illegible].

10. [illegible] and encourage [illegible] [illegible] in [illegible] [illegible] by the [illegible], [illegible] [illegible] in a [illegible] [illegible].

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[27] [illegible] [illegible] [illegible] [illegible], [illegible], [illegible] [illegible], [illegible], [illegible], [illegible].

In view of the fact that this study is not going into the details of case construction, it does not seem appropriate to include a complete sample case. Attention is invited, however, to the first case, "Baker Advertising Agency" given on page 387 of Dubin's new casebook, Human Relations in Administration. In addition to the case itself, verbatim recordings of two different class discussions on the case are given. From a study of these sample class discussions Dubin points out three important points to note:

> 1. There is no "answer" to the case. The two groups came to different conclusions.
> 2. ... The emphasis is on finding out how things have reached their present state of affairs. How and why are the questions being asked and answered ... When you ask how a situation came into being, your answer must be couched in terms of understanding ... When you ask why a situation is as it is, your answer is in terms of generalizations or principles that interrelate variables ....
> 3. You will see that the analytical method has two general parts. The first general step in a case analysis is to sort out and discuss the separate and distinct elements of the situation. The second step is to order and integrate these elements into a coherent whole.[58]

Summary

This chapter has reviewed the background, theory, and characteristics of the case method of instruction. It has been noted that this is not a new method nor one which is

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[58] Dubin, op. cit., p. 385.

confined to any single educational area. It is primarily a student-centered technique which employs a scientific problem-solving process of reasoning. Though vicarious in nature, there is learning by doing, and an immediate goal is provided by the necessity of evaluating facts and opinions in order to identify and "solve" the basic problems presented in the cases.

Approach to a case solution may be inductive, deductive, or a combination of both, depending chiefly upon the point in the learning sequence at which the case is introduced. The scientific method is primarily inductive, but for most effective balance the two processes must supplement one another.

There are two major schools of thought regarding case methodology, the division being concerned basically with the part which principles should play in the learning process and the procedure which should be followed in teaching specific principles. The "free" type of methodology contends that there is no one best answer to any case and that principles are merely words unless they become a part of one's thought and behavior. In the "determinate" approach the leader attempts to guide the group toward a best solution based on his own or group opinion, and it insists that stu-

modified in any future presentations thereof. It is particularly a student-centered institution which requires a substantial position-shifting process of instructors. Though visitors in mature, those is learning by doing, and is immediate goal is provided by the necessity of orientating their own dialect to order to identify and "solve" the basic problems presented in the course.

Symmetry is a more valuable way to identify, domination, or a combination of both. Appealing unity upon the point in time therefore requires to which the more it happens. The principle behind is relatively behavior, but for more attractive between the two processes will complement one another.

Third are the major effects of changing relationship when methodology; the dialectic being recognized basically with the part which particular also did play in the terminal process and the processes which always in relation to matching appropriate satisfaction. The "view" that of methodology concerns that there is no one best answer in any case and that practitioners are merely needs unless they become a part of model theory and behavior. In the "Substitute" approach the leader attempts to guide the group toward a more satisfying based on his own or group opinion, and it helps that ele-

dents have substantial knowledge of the field of study before inferences from cases are attempted. The synthesis of these two extremes might be designated the "experimental" approach. It would accept the existence of valuable generalizations, but only in the dynamic sense that each principle must be tested in the context of a real situation before it can be applied meaningfully in the process of solving real-life problems.

The case technique appears to offer special applicability to the study of human relations by virtue of the fact that the case discussions are human relations laboratories in themselves. Through learning to share experiences and to reason with others, the student can develop his senses of perception in a dual range. Not only can he learn to hear and esteem more acutely what his associates have to contribute to the group process, but also his own resistance to self-insight can be reduced to the point that ingrown prejudices are leavened enough to allow a more objective social consciousness to emerge.

The present state of man's knowledge of acceptable principles in the social sciences is still meager and largely controversial. Nevertheless, many feel that so long as those principles are recognized as generalizations which

are loaded with changeable social values and are not applied as immutable laws in an attempt to structure the lives of men, then there will be measurable reward resulting from a study of the formal and informal organizations of society and the codes of values which stem therefrom. An understanding of the existence and effect of both the local and external culture influences upon human relations is one of the primary aims of studies in sociology, and one which the case method, by nature, appears to satisfy better than other educational devices.

The need for some means of overcoming, or at least lessening, the detrimental effects of bureaucracy in the navy has been demonstrated. Certain natural outgrowths of the institutional mind, such as occupational ritualism and professional insulation, tend to impair the naval officer's ultimate effectiveness in fulfilling the requirements imposed by the formal institution. In other words, the military organization, which best achieves its aims through open-mindedness and flexibility toward new developments and new ideas, by its rigid nature also develops a stereotype leader who resists the plasticity of mind which will accept new innovations in any area.

The most critical characteristics of the case method

seem to be: the nature of the class atmosphere, the role of the teacher, the role of the student, the case structure, and the method of reaching mutual agreement in case discussions.

The process of attaining skill in the art of human relations is largely a matter of developing a plasticity of mind which will allow attitudes to be changed readily. This development has been found to occur best in a student-centered atmosphere which views the classroom process as one of mutual effort rather than one of mere one-way absorption.

The good case teacher should regard himself as a moderator and a catalyst, a flexible source rather than an oracle with the one and only right answer. He learns to listen to what each member of the group has to say and attempts to develop the same trait in each of them. His contributions to the discussion must be reserved until the group process has prepared the group for them, and then presented in a manner which will allow testing and evaluation by the students. He need not be self-abnegating, but he must be humble and must exhibit the flexibility of mind which he is attempting to develop in the students.

The student's role is one which will present a new

experience to many accustomed only to conventional methods. He must realize that student-centered learning carries with it a much greater responsibility than he has known before. He must ask questions of himself which heretofore have always been asked by the teacher. He must learn to hear his associates with an openness of mind which will spotlight his own prejudices and deviations from objective reasoning. By this process, he must overcome resistance to self-insight, so that he can successfully change his own behavior in addition to prescribing changes for the characters in the cases studied.

The cases themselves must present as objectively as humanly possible an authentic reporting of the happenings of a real-life episode, complete with feelings expressed and social atmosphere prevailing. They must be simple enough in structure to avoid creating complete confusion in the student's mind, yet complex enough to embody more than a single "pruned" problem.

The process of decision-making by the group must be guided but not coerced. It must allow relatively complete discussion of all points in each case, relying on group motivation toward solution of the case problems to provide the monitoring necessary to stay within time limitations.

experiences be most correlated only to conventional wisdom. He must realize that students-centered learning centers with it a much greater responsibility than he has been before. He must ask questions of himself which heretofore have always been asked by the teacher. He must learn to have his knowledge with an awareness of what which will spotlight his own prejudices and shortcomings from objective perspective. By this process, he must questions relationships in self-insight, so that he can successfully change his own behavior in addition to providing lessons for the classrooms in the human society.

The issue therefore must proceed as objectively as humanly possible to individual reporting of the experience of a real-life episode, complete with feelings expressed and social consequences portrayed. They must be whole issues in abstract in social remaining complete analysis in the symbol's mind, yet complex enough to subtly move from a simple "personal" problem.

The problem of decision-making by the group must be global but not general. It must allow initiatively judgment discussion of all points in such case, relating to group motivation toward solution of the case problem to provide the qualitative necessary to stop which time indefinitely,

Change-of-pace must be allowed and encouraged through the purposeful use of lecture, visual aids, role-playing and other techniques which are demanded in context by the group.

Most of the objections raised against the case system of teaching stem from abuses on the part of the teacher. There is no doubt but that the technique will be much more effective if competent discussion leadership is provided. Nevertheless, there seems to be nothing insurmountable in the role of the instructor, and consequently no reason to believe that case teaching could not succeed without professional presentation. If both the group leader and the group members attain an adequate understanding of the general theory and characteristics of the case method and take full advantage of specific procedural rules and pointers, such as those given earlier in this chapter, it should offer untold possibilities for successful application to any learning situation in which the substantive matter can be expressed in the form of real-life cases.

change-of-pace must be allowed and encouraged through the presentation and of journeys, visual aids, role-playing and other motivational ploys are demanded to conform to the group.

Part of the objectives which guarded the rules against of breaking which from showed on the part of the leaders, there is no doubt but that the technique will be more than effective if sequential stimulation involved is provided, innovations, their place is in setting relationships to the rule or the behaviors, and consequently to reduce as matters that that teaching could not answer without pre-fabricated arrangements. If both the group leader and the group members which is adequate relationship of the psychical theory and characteristics of the case method and the full knowledge of specific psychological value and problems, such as basic group leader in this chapter, it should be for social possibilities the experienced institution to say learning situation in which the administrative policies can be expressed in the form of real-life scene.

CHAPTER V

USES AND RESULTS OF THE CASE METHOD OF INSTRUCTION

Introduction

The theory and characteristics of the case method of teaching have been studied, and different versions of the technique have been noted and compared. In this chapter some of the uses made of the case technique in the fields of education, business, and the military will be discussed.

Case Method in Education

It was noted in the discussion of the background of the case method that Harvard University had served as the seed bed, and that the methodology had spread from there into almost every field of education and over a large part of the United States. A brief account will be given at this point of the results which have been recorded over the nation, with particular emphasis upon the experiences at Harvard.

Within the realm of institutional education the case method has been tested and found successful in the teaching of a vast number of subjects. Uses and results noted in the areas of teaching, psychology, public administration,

CHAPTER V

THE ADMISSION OF THE STATE BEFORE THE CONGRESSMEN

Introduction

The theory and administration of the case method of teaching have been studied, and different examples of the technique have been noted and compared. In this chapter some of the cases made of the case technique in the fields of administration, business, and the military will be discussed.

Cases Tested in Operation

It was noted in the discussion of the background of the case method that Harvard University had entered in the past had, but that the methodology had spread from there into almost every field of education and over a large part of the United States. A brief account will be given as this report of the results which have been accomplished over the years, with particular emphasis upon the experiences in Harvard.

Within the realm of institutional education the case method has been tested and found successful in the teaching of a wide variety of subjects. Thus the results noted in the areas of travelling, psychology, public administration,

engineering, and human relations will be discussed. All of these applications of the case technique have employed a student-centered approach with cases providing the basic substantive matter for discussion, but methodology has varied considerably among the various users.

Studies have shown that general results of student-centered group training experience include "marked changes in attitudes toward others, increased understandings of self, and increased clarity of goals."[1] Effectiveness of the carry-over of these changes into actual behavior will depend to a great extent upon the individual and the motivational factors operating. Ulrich has defined this limitation as follows:

> While classroom discussion undoubtedly brings about changes in students' attitudes and increases their capacity for discriminating insights and judgments, it is difficult to identify any direct connection between these changes and the students' actual skill in situations requiring administrative action. If the student makes a conscious effort to bring newly gained understanding to bear upon events outside the classroom, he can modify and adapt his behavior accordingly. On the other hand, it is possible for a student to keep what he has obtained in class at a purely verbal level and to continue with his pattern of responses to actual events unchanged. Much more needs to be known

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[1] Thomas Gordon in Carl Rogers, Client-Centered Therapy (Boston & New York: Houghton Mifflin Co., 1951), p. 340.

sophisticated, and human relations will be discussed. All of these implications of the same knowledge have developed a student-centered approach with some questioning the basic authoritative matter for discussion, but nevertheless has varied considerably among the various areas.

Studies have shown that general results of student-centered group instruction experiences include "marked changes in attitudes toward school, increased relationships of self, and increased clarity of goals."[1] Effectiveness of the workshop of these changes into school behavior will depend to a great extent upon the individual and the environmental factors involved. Studies has defined side influences as follows:

> While classroom discussion successfully brings about changes in students' attitudes and increases their capacity for understanding themselves and others, it is difficult to identify and direct correlation between these changes and the students' behavioral skills in situations requiring constructive action. If the student notes a conflicting difference in being asked personal relationships to their peers outside the classroom, in one reality and adapts his behavior accordingly. On the other hand, it is possible for a student to keep what he has absorbed in class as a jewelry which lasted and is continuously his pattern of response to school social relationships. Such does seem to be those

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[1] Thomas Gordon in Carl Rogers, Client-Centered Therapy (Boston: Houghton Mifflin Co., 1951), p. 390.

about the factors motivating actual change in behavior as a result of education in this area. Essentially, there is no doubt that change depends on students' sensing the need for it.[2]

As early as 1923 the case method was tested experimentally at the University of Illinois in a course in "Special Methods in Teaching Agriculture." One section was taught by the case method and another by the conventional lecture, text-book, discussion method. Although the experiment was crude and many variables could not be controlled, a final test given to the two groups resulted in a better showing for the case group. The investigator, Aretas Nolan, concluded that in the study of cases the students developed power of pedagogical reasoning, discrimination, and judgment which would carry over more successfully to practice than that gained by the group studying only theory.[3]

As a result of a test of the technique conducted in a teachers' college, Diana Sperle concluded in 1933 that:

> 1. Students grow in ability to recognize, analyze, and solve problems in their teaching situation.

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[2] David N. Ulrich, in Kenneth R. Andrews, editor, The Case Method of Teaching Human Relations and Administration (to be published in 1952), p. 31.

[3] Aretas W. Nolan, "The Case Method in the Study of Teaching with Special Reference to Vocational Agriculture," (Ph. D. Dissertation, University of Illinois, 1924), p. x.

about the Chicago [illegible] model change in behavior as a result of education in this area. Incredibly, there is no doubt that [illegible] [illegible] [illegible]

2. Students take an active and objective part in their own professional and personal development.

3. Students develop leadership and intelligent followership through the give-and-take relationships set up by this technique.

4. The program of training is made more meaningful by the use of case problems that are contributed from the student-teaching field.

5. Campus conferences in which the main activities are based on the case problems encountered during the intervening period are very valuable.

6. The college courses of instruction are professionalized not merely in theory but in fact.[4]

A recent application of the case method to the study of child and adolescent psychology has been reported by Griffiths and Hobday at Ohio State University. They concluded from their use of the technique that it taught the students to develop principles rather than to acquire a conglomeration of unrelated facts. The use of cases seemed to meet the need for liberalizing a professional course, and they found that the enthusiastic acceptance of the technique given by the students far exceeded their hopes.[5]

In the study of public administration, cases have been

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[4] Diana H. Sperle, "The Case Method Technique in Professional Training," (Ph. D. Dissertation, Teachers College, Columbia University, 1933), p. 66.

[5] Daniel H. Griffiths and Arthur P. Hobday, "A New Kind of Case Study," Educational Research Bulletin, College of Education, Ohio State University, January 16, 1952, pp. 19-28.

used to develop an attitude which has room for both dispassionate analysis and critical judgment. They act as a corrective for premature and cock-sure generalizations. "If the individual case invites cautious generalization and provides touchstones against which to test prior speculation and hypothesis, the case collection opens up a far larger opportunity for such discipline."[6]

Even some teachers of the physical sciences have used the case approach. Manildi has reported that Carnegie Institute of Technology now uses cases in both graduate and under-graduate engineering instruction, with emphasis on the technical features of the problems. General Electric Company's Advanced Training Program has used the case method for a number of years now; this might be interpreted as a recognition by industry that the normal engineering program at universities is lacking in this type of training.[7]

As has been noted earlier, the most widespread and probably the most effective use of the case technique has

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[6] Harold Stein, editor, Public Administration and Policy Development (New York: Harcourt, Brace & Co., 1952), p. xxvi.

[7] J. F. Manildi, "Case Method of Teaching on the Senior Level," Journal of Engineering Education (Vol. 41, June 1951, p. 586.)

used to develop an attitude which has room for both intelligent energy and critical judgment. They act as a corrective for generalness and over-zealous generalizations. "If the individual can imagine modern generalization and provision knowledge which is just going generalization and hypothesis, he can maintain control of it for larger opportunity for more flexibility."[6]

Even some leaders of the political sciences have made the same approach. Merriam has reported that Cornell University at Ithaca of Technology has made gains in both graduate and under-graduate engineering instruction, with emphasis on the technical failures of the problems. Research literary Company's advanced training program has been the same method for a number of years and this might be interpreted as a recognition of industry that the normal engineering program is deficient in training in this type of problem.[7]

As has been noted earlier, the usual educational and psychology has most activities are of the same tendency has

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[6] Harvey Fisher, editor, Public Administration and Public Personnel (New York University, Bronx N.Y., 1947), p. xxvi.

[7] L. P. Merriam, "Some Ideas of Theories on the Senior Level," Journal of Industrial Engineering (Vol. 12, June 1961, p. 204).

been in the teaching of human relations. Dubin has concluded from his experiences in the use of cases that it produces an inductive basis for arriving at generalizations and an understanding of the behavior that we call administration. He feels that joint analysis of cases gives one a great deal more insight into his own thinking, and the process of working together with others in thinking through phases of a case develops respect for other people.[8]

One of the pioneers in the use of the case method in teaching business administration and human relations was W. B. Donham, former dean of the Graduate School of Business Administration at Harvard. As a result of over twenty years experience he concluded that case study develops essential habits, skills, and capacity to form judgments on diverse factual situations in addition to markedly stimulating the student's interest in the educational process.[9] As a collateral result, he noted that "a far larger percentage of

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[8] Robert Dubin, Human Relations in Administration (New York: Prentice-Hall, Inc., 1951), p. 385.

[9] Wallace B. Donham, Education for Responsible Living (Cambridge: Harvard University Press, 1945), p. 262.

[illegible]

[illegible]

[illegible]

men who use the case method are not merely acceptable but good teachers than is true of men who use the lecture method or the quiz system."[10] As a result of additional experiments after he had given up his position as dean and returned to full-time teaching at Harvard and Radcliffe he arrived at the following conclusion concerning the possibilities of vicarious learning inherent in the study of cases:

> We have learned how to expand the student's experience, into orientations with which he is not and cannot be directly familiar while the educational process is going on, effectively enough so that he can use this expanded experience as the basis for generalizations much as does a skillful man of affairs when he interprets his expanding experience in life.[11]

Another teaching experience from the field of human relations in business which offers valuable conclusions is that of Karl Boedecker at Michigan State College. He has concluded that:

> Students who come away from case courses with an .... appreciation of the problems of human relations have truly begun to mature. It is extremely doubtful that this kind of maturity can be told. It must be experienced from personal contacts with real situations. Cases tend to provide that reality short of actual contact.

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10 Ibid., p. 270.

11 Wallace B. Donham, "Why Experiment? Case System in College Teaching of Social Science," Journal of General Education, Vol. 3, January 1949, p. 147.

> The understanding that there is no certainty which leads to absolute security, and that man's problem is to handle insecurity, is the mark of a mature person. Immature persons worry and fret about insecurity. Mature persons learn to live with it.[12]

Case Method in Business

The most widespread use of the case technique in the practical world of affairs has been in the field of business, in connection with the development of supervisors and executives. To date, the actual use of cases in a prolonged formal training program has been limited. However, there have been enough experiments of sufficient scope to have produced definite opinions as to the value of a case approach as applied to this type of training; a few of these will be summarized later in this chapter. In addition, this study has found that there is very positive evidence to indicate that the use of the case method will spread rapidly in the business world within the next few years.

Many companies have come to the realization in the last few years that it is just as necessary to develop the executive talents of middle and top management as it is to train the skills of workers and foremen.[13] Planty and Efferson

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[12] Karl A. Boedecker, "The Case Method of Instruction," Collegiate News and Views, Vol. V, Number 3, March, 1952, p. 6. See Appendix B also for a discussion of values of case discussion.

[13] "Bringing Up the Boss," Fortune, June 1951, p. 118.

The accumulating then turns to be unstable and this leads to creative anarchy, and that man's problem is to handle harmonically, in the midst of a modern pattern, functions previous worry and live least anxiety. Nature possesses learn to live with it.[12]

Open Ethical In Dwelling

The same acknowledgment has of the same knowledge to the practical world of difficult has been in the field of behavior, in connection with the development of experiences and accretions. In fact, the method was of means in a problemed formal thinking problem has been limited. However, there have been enough experiments or sufficient range to have produced distinct opinions as to the value of a mere approach to apply to such type of teaching in the of class will be discussed later in this chapter. In addition, this study has found that theory in very practice techniques in dwelling that the use of the mind method will spread equally in the business world which the most the group.

Many conclusions have been in the conditions in the last two years that it is just as necessary to develop the economic view values of dwelling and management as it is to train the ability of teachers and students.[13] Jenny and Ellsworth

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[12] Paul H. Boehnke, "The Two Methods of Intuition," Dwelling Jens and Ideas, Vol. V, Number 3, Oct-Dec. 1960, p. 7. Two diagrams to show the a discussion of values of mere discovery.

[13] "Dwelling in the Home," Journal, June 1961, p. 110,

feel that "like measured work loads, statistical controls, and market research, executive development will inevitably mature, make its contribution to the success of business, and become indispensable."[14] This has come about as a result of the realization that "the average executive spends so much time analyzing upward that he has little time left to do the same in the other direction ... people know the boss isn't logical -- but when they look at those below, they tend to interpret their behavior in terms of logical cause and effect -- emotion and sentiment being mere aberrations."[15] "The new approach this calls for ... resolves itself into training in how to look downward into the organization instead of always up -- how, in short, to get the boss to participate."[16] As a result of a recent survey of executive development programs throughout the country, Mace made a similar conclusion:

> Another reason why men will not acquire naturally the skills and capacities for leadership is that as companies have grown and become more complex, responsibilities within the organization have become more and more specialized. This

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[14] Earl G. Planty and Carlos Efferson, "Developing Leadership for Tomorrow's Tasks," Dun's Review, January 1952, p. 16.

[15] "Problem for the Front Office," Fortune, May, 1951, p. 81.

[16] Ibid., p. 156.

feel that "life measures were taken, wholesomeness restored, and another attempt, accepting responsibilities with investigity, failure, make its contribution to the security of society, and become independent."[14] This has been shown to a re-sult of the practitioner when "the younger generation speaks so much also analyzing against that he has little time left to do the same in the other direction ... people know the best itself logical -- but when they look at those below, they tend to interpret their behavior in terms of logical means and ethics -- emotion and sentiments being more sec-ondary."[15] "You are expected this point for ... revision itself into trying to how to look dependent into the op-portunities instead of always up -- that, is always, to get the best to participate."[16] In a review of a recent survey of successive development programs investigated the country, there made a similar conclusion:

> Another reason why men will not acquire re-spectfully the skills and qualities for leadership is that as companies have grown and become more complex, responsibilities within the organiza-tion have become more and more specialized. This

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[14] Paul G. Plenty and Jaylee Fitzsimmons, "Developing Leadership for Tomorrow's Trade," Trade Service, January 1970, p. 18.

[15] "Problem for the Young Driver," Journal, Jan. 1969, p. 21.

[16] Ibid., p. 126.

> functional specialization has tended to limit the points of view of potential executives and to confine them to very narrow functions ... increased technical capacity has been achieved at the price of sacrificing education in the skills involved in dealing with people.[17]

Metcalf stated over twenty years ago that "the principle aim of executive development should be developing skill, understanding, and attitude, not stuffing men with factual information."[18] One year later, Dennison pointed the way toward the use of cases in executive training when he defined the goal of such training as follows:

> Since future problems can only be partially foreseen, the wisest education for them will consist of practice in analyzing and solving a variety of problems. Such education should not attempt to stock a complete mental warehouse from which ready-made solutions can be drawn as needed, but should rather try to equip and train a resourceful mental producing department.[19]

Peterson and Plowman emphasized the growing importance of social problems in the business man's world in the following discussion:

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[17] Myles L. Mace, The Growth and Development of Executives (Boston: The Andover Press, Ltd., 1950), p. 10.

[18] Henry C. Metcalf, Business Leadership (New York & London: I. Pitman & Sons, 1930), p. 232.

[19] Henry Dennison, Organization Engineering (New York & London: McGraw-Hill Book Co., 1931), p. 120.

Theoretical constructions can lead to light the nature or kind of psychological motivations and to analyze them in very concrete terms ... In-tensive behavioral research has been motivated by the point of identifying obstacles in the skills involved in dealing with people.[17]

Bennis[18] stated some twenty years ago that "the psychologic aim of executive development should be developing skill, understanding, and attitude, not educating men with factual information."[19] One year later, Dunlap noted the way towards the use of tools in executive training when he discussed the goal of such training as follows:

> Those forces problems can only be partially by theoretical, but always relationship the then skill content of practice in analyzing and solving a variety of problems. Such situations should not attempt to where a complete mental revolution from which people-made solutions can be drawn by reading, but should rather try to apply and train a practical mental reasoning framework.[20]

Lawrence and Dyer summarized the existing behavioral social problems in the business world very in the following manner:

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[17] Arthur C. Dunn, The Study and Development of Leadership (Boston: The Interior Press, Inc., 1957), p. 16.

[18] Warren G. Bennis, Changing Institutions (New York: Harper & Brothers, 1966), p. 1.

[19] Warren Dunlap, Organization Development (New York: Harper Brothers, 1967), p. 1.

> Business problems are essentially social problems, the solution of which does not lend itself to the application of natural laws in the sense that such laws apply to the problems of mathematics and physics. Though the span of knowledge may broaden for a person with the passing years, the problems which properly come within the purview of management increase in scope and number faster than the pace of the mental growth of any one individual.[20]

Within the last two years the spotlight has been even more clearly focused on the need for emphasis upon training the executive in the science of human relations. Nelson expressed the trend in 1950 as follows:

> Today the objectives (of training) include the changing of attitudes and viewpoints, giving an understanding of our economic system, building of better citizens, and developing of loyalties.
>
> Executives tackle common problems as a cooperative group instead of spending time and energy defending their own departments against the others.[21]

Finally, Andrews expressed the purpose of an executive development program, as he conceived it in 1951, to be:

> 1. Avoid the boredom, futility, and waste of training programs that ignore the attitudes, feelings, and experience of those being trained.

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[20] Elmore Peterson and E. G. Plowman, Business Organization and Management (Chicago: Richard D. Irvin, Inc., 1942), p. 105.

[21] Thomas H. Nelson, "How Training Can Help Management," The Conference Board Management Record, Vol. 12, Number 1, January, 1950, p. 8.

Business problems are manageable social problems. The solution of which rests not least upon faith in the capabilities of educated land in the whole area that has been apply to the problems of environment and physics, through the aids of knowledge and knowledge and a process with the meeting people. The problems which properly some within the province of management involves in social and human factor than the sum of the social growth of day the institution.[20]

While the last two years the qualities has been even more strongly received up the need for employing some variation the assumptions in the balance of human relations. Holmes summarized the trend in 1972 as follows:

> Today the objectives (of business) include the changing of attitudes and discussions, giving an understanding of new economic system, training of future citizens, and diversifying of legislation.
>
> Consultants inside business problems in a cooperative group learned of dealing with and having indicating that's non-traditional approach the client.[21]

Finally, Holmes expressed the purpose of an effective development program. As he concluded in 1970, it was

> 1. Assist the business facility, and weak of training programs that improve the attitudes, training, and behaviors of those being trained.

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[20] Thomas Tolleson and R. G. Fleming, Business Organization and Management (Chicago: Richard D. Irwin, Inc., 1970), p. 100.

[21] Thomas B. Holmes, "The Training and Skill Development," The Consultant Point Management Journal, Vol. 10, Number 1, January, 1972, p. 8.

2. To enable the participants to learn (from reflection upon their own experience) how to approach more effectively than before the human problems of administration in their own organizations.[22]

Executive development programs which have been developed have employed a large number of different techniques -- such as job-rotation, multiple management, understudy, role-playing, formal college courses, and case study.[23] In August, 1950, the National Industrial Conference Board reported that advanced management courses were available at Harvard, Pittsburgh, Stanford, and Massachusetts Institute of Technology.[24] Since that time a few additional universities have started similar programs and the case method of teaching is employed in most of them. The graduates of these courses returning to their own companies are in many cases spearheading the growth of a case method development program within the company organization.

Ingleheart has recently summarized the requisites of a good executive development program; for the most part these

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[22] Kenneth R. Andrews, "Executive Training by the Case Method," Harvard Business Review, Vol. 29, Number 5, September 1951, p. 58.

[23] See Appendices C through J for examples of the current use of different executive development techniques.

[24] National Industrial Conference Board Report Number 107, August, 1950.

seem applicable to a military setting also:

> 1. Important, intensive, and practical -- not classroom stuff
> 2. Long enough to cover a great deal of ground but short enough not to fall apart in the middle
> 3. Conducted in proper setting -- preferably away from company offices
> 4. Good time-organization and leadership
> 5. Faculty of outside men with practical experience[25]

Many authorities have concluded that the case technique satisfies the objectives of an executive development program and that it can be readily designed to provide the requisite elements. This study has found no instance in which the case approach was not enthusiastically received by the participants; in most cases it seems to have stimulated continued case discussion long after the training session was over. This seems to offer substantial proof that the attitudes, feelings, and experience of those being trained is not ignored, and that, consequently, very little if any boredom results. In regard to whether such training enables one to approach the human problems of administration more effectively, Heining concluded that:

> It is precisely in the case approach that the supervisor learns to become worker-centered

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[25] Austin S. Ingleheart, "How General Foods Gives Management Training to Top Executives," Sales Management, Vol. 57, No. 2, July 18, 1946, p. 38.

were applicable to a military setting that:

> 1. Improvers, however, had problems — non classroom study.
> 2. Long enough in order to gain a great deal of growth but short enough not to tax space in the schools.
> 3. Conducted in regular setting — involving only some less engaged students
> 4. Used time-organizations and leadership
> 5. Dealing of certain men with considerable experience.[13]

They indicated that the same variables affecting the objectives of an economic development program and that it was in reality designed to provide the requisite elements. This study has found no instances in which the same approach was not automatically positive by the participant; in most cases it seems to have stimulated creative and even discussion long after the training session was over. This added to other substantial proof that the attitudes, feelings, and experiences of those being trained in the Army, and that, consequently, this training is of any benefit. In regard to whether such initiation methods can be expected the basic problem of administration seem extremely, involving considered thus:

> It is probably in the same manner that the supervisor learns to become method-trained.

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[13] Robert T. Hollmann, "Can General Truth Give Management Training to the Developing," Public Administration, Vol. 27, No. 3, July 19, 1964, p. 29.

in his attention, to respect the variables, especially the human aspects, and to make decisions which are based on reason as well as on rule.

The case method is also an excellent technique for executive development and training. It is difficult to conceive how the high-level arts of administration can be learned except from the experience of others.[26]

Planty and Efferson also note that "the case study method reduces the over-confidence of dogmatic participants by submitting their ideas to challenging thoughtful criticism by their equals," but they also warn that "under the pressures of heavy work-loads, conflicting personalities, and loyalty to old methods, brilliant classroom analysts may fail in practical application."[27]

To summarize the value of the case method as a means of training executives, the attitude expressed in Mee's Personnel Handbook appears appropriate:

The most significant value of the case study method is the fact that during the interchange of opinion, individuals express ideas and attitudes about the facts of the case and the issues of the case which are challenged and analyzed by others. Each person reacts to the ideas expressed by other supervisors and administrators with different backgrounds, different functions, and different viewpoints. The method helps the conferees to sharpen and broaden their understanding and judgments and

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[26] Henry Reining, Jr., "Case Method and Public Personnel Administration," Public Personnel Review, Vol. 12, July 1951, p. 155.

[27] Earl G. Planty and Carlos Efferson, "Developing Leadership for Tomorrow's Tasks," Dun's Review, February 1952, p. 74.

to become aware of their own prejudices and attitudes in administrative practice.[28]

An example of how the case method has been effectively utilized in training executives outside of the schoolroom was reported in the January 6, 1951 issue of Business Week magazine. The report was a description of an after-dinner series of case conferences conducted in Racine, Wisconsin, by professors Richard Donham and Leon Bosch of Northwestern University for a voluntary gathering of business men from many companies in the area and from all levels of management. The methodology was quite similar to that used in the university courses, except that the participants did not have to be absent from their jobs during the program.[29]

Reference has already been made to a survey of executive development programs recently completed by Mace. It is interesting to note that he concluded that positive gains had resulted from the use of the case method despite the fact that no actual measurement of such gains was possible. His comment was:

> The results of such programs, because they are concerned with attitude, are not measurable.

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[28] John F. Mee, editor, Personnel Handbook (New York: The Ronald Press Co., 1951), p. 1007.

[29] "Teaching Executives to Think," Business Week, January 6, 1951, p. 80.

to become aware of their own prejudices and relations in administrative practice.[67]

In example or how the case method has been actively utilized in analyzing executive policies of the administration was reported in the January 5, 1971 issue of Business Week magazine. The report was a description of an after-dinner series of case conferences conducted in Boston, attended by prominent Atlanta business and labor leaders. The conferences were given because of institutions for a voluntary cooperation of business men from many companies in the area and from all levels of management. The participants are quite similar to that used in the university seminar, except that the participants did not have to be absent from their jobs during the program.[68]

Interest has already been made in a survey of university development programs recently undertaken by them. It is interesting to note that in spite of emphasis that problems arise that resulted from the use of the case method during this first time as instructional management of real cases and problems, the answer was:

> The results of this program, however, have been encouraging with instructors, and the participants.

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[67] John T. Ono, editor, Proceedings Seventh Year, The Social Issues Ed., 1967, p. 3.

[68] "Teaching Executives to Think," Business Week, January 6, 1971, p. 80.

> Participants do not come away from the meetings with any discernible changes or with any objective evidences of growth. The changes, however, do occur; they are deep-seated and profound from an administrative point of view. Most men who have participated in such a program have gained real insight into the administrative process, and while they probably could not describe the specific benefits exactly, their performance on the job later as executives has demonstrated the administrative value of case discussions.[30]

Furthermore, Mace presented six generalizations on the use of the case technique which offer a very valuable checklist for satisfying the requisite elements in future program planning. Excerpts from those generalizations are as follows:

> 1. The conference leader plays an important role, not in directing the nature of the discussion, but in encouraging full freedom of participation ... he must pose challenging questions but should never attempt to provide an answer ... his function is to help members of the group to learn but he should not be "a teacher who tells or lectures." The real contribution of this type of conference discussion consists of providing the environment within which each member learns for himself ... the leader must also stay out of discussion except as the occasion necessitates keeping the meeting from degenerating into a bull session.
>
> 2. A conference program should start with the top members of management ... the president by his participation in the program and enthusiastic sponsorship sets the tone of acceptance by the rest of the organization.
>
> 3. Members of the group should be from same organization level. Superiors and subordinates should not be in same conference group ... full

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[30] Mace, op. cit., p. 171.

Participants in his study only from his management group were unable to discuss changes or with any objective evidence of growth. The managers, however, do believe they are non-author and personal from an evaluative point of view. They are who have participated in such a program have gained and feel benefit into the administrative problem, and with they generally could not describe the specific specific quality, their performance on the job later or demonstrate how demonstrated the administrative value of such discussions.[37]

Furthermore, these conclusions are generalizations on the use of the case technique which offer a very valuable clarification for evaluating the majority elements in future programs planning. Therefore from these generalizations are as follows:

1. The conference leader plays an important role, not in dispelling the nature of the discussion, but in successfully fulfill "freedom of participation ... in most cases challenging conditions that should never attempt to provide an answer ... his function is to help members of the group to learn not be afraid and to "listen to the talk or listeners." The real satisfaction of this type of conference discussion consists of providing the environment within which each member learns for himself ... the leader must also stay out of discussion except in the capacity of facilitator helping the meeting from degenerating into a full session.

2. A conference program should where with the top members of management ... his presence by his participation in the program and indicate tacitly considering with the case of management by the rest of the organization.

3. Members of the group should be from same organizational level. Superior and subordinate should not be in same conference group ... full

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[37] Brown, op. cit., p. 272.

discussion did not result. The learning value of case conference to strengthen the administrative abilities of people depends on full discussion and participation by the members.

4. The conferences should be arranged as to both time and place so that members will not be interrupted by the demands of operations .. telephone calls and personal calls should not be permitted.

5. Avoid reference to "training" or "school" because of adult resentment toward classroom routine, -- use "Management Conference," "Conference on Administration," etc.

6. It should not be a one-shot attempt ... maybe twelve weekly meetings twice a year ... no proven standard as yet.[31]

A final requisite of a case teaching program which should be mentioned is the need for good conference leadership and an understanding of the essence of good discussion methods by all members of the group. It has been pointed out earlier in this study that the success of a case study program will depend, to a large extent, upon the caliber of case-conference leadership displayed by the leader. His effectiveness will naturally be enhanced greatly if the participants also have a good understanding of the proper role of each element of the discussion program. Consequently, one of the first steps which should be taken in setting up a case program is the education of the group, and in particular the leader thereof, in the essentials of good dis-

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[31] Ibid., p. 170.

cussion tactics. An excellent pamphlet which provides the type of information regarding discussion procedures that would be applicable to a case study program is, How to Lead Discussion, by LeRoy C. Bowman. A few of the key points from that pamphlet are excerpted below:

> 1. The group may by a longer but more interesting, educative and profitable method take up a matter in which all are interested, get facts, have opinions expressed, and gradually come to a place where action can be decided upon that everyone has had a real part in shaping ... however, there is not time for a group to indulge in long discussion if it needs to act on any matter quickly.
>
> 2. The leader's job is to learn the chief interests of members, if possible before discussions; to start discussions; to keep them going; to be ready to repeat main points of the issues as discussed; to turn the discussion one way or another. He starts things, keeps them going, and winds them up, but does not do them.
>
> 3. The leader must see that informality is the rule in every meeting but that it is a pleasant incidental in the conduct of discussion and not an excuse for lack of purpose in the talking.
>
> 4. Responsibility for everything that is done should be put on the group, as far as time and circumstances permit, and the members should learn that they as a group are doing whatever is done ... Not only is the group responsible for conclusions, but increasingly, as the members learn the discussion method, they become responsible for the way in which the meetings are conducted.
>
> 5. Questions that ask "why" are excellent, since they get back to causes and reasons. Questions that ask when anything is true are excellent. Questions that ask (in slang terms), "Says who?"

are also good if they imply (politely, it is to be hoped) that there is difference of opinion, and get at the issues that may underlie those differences.

6. Everyone should participate in the discussion ... It is a good thing for those who ordinarily talk a great deal to remain quiet occasionally. The greatest lesson for the members of the group to learn is to speak only when they have something to say that will further the discussion.

7. When the discussion has centered around one topic long enough or agreement has been reached, or there seems to be a tendency to go off on another track, the leader should try to show the group how far they have come in discussion and to lead toward the next logical step.

8. Group discussion should not attempt to solve problems or come to hard and fast answers to questions. The job of the group is to analyze.

9. The summary is used in the first discussions for the purpose of showing agreement and securing unity. Later it may well be used to emphasize the fact that perfect agreement never is reached and is quite undesirable and that questions are never settled.

10. A high ideal for any discussion group is to help its members so to understand themselves that a happier emotional tone is established in the group and they themselves become, if need be, better balanced emotionally.[32]

Specific examples of the use of the case method for supervisor or executive development in business will now be cited:

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[32] Leroy C. Bowman, How to Lead Discussion (New York: The Woman's Press, 1934).

are also good if they truly (quickly, if is do-
in based) that there is difference of opinion,
and get at the issues that may underlie those
differences.

6. Everyone should participate in the dis-
cussion ... It is a good thing for them who sy-
dicatly talk a great deal to remain quite sea-
sonably. The greatest lesson for the members
of the group to learn is to speak only when they
have something to say that will function the dis-
cussion.

7. After the discussion has continued
for quite long enough or agreement has been
reached, it then seems to be a tendency to go
off on another issue. The leader should try to
keep the group for too long here some de-dis-
cussion and to lead toward the next logical step.

8. Group discussions should not attempt to
solve problems or even to lead and take answers
to questions. The job of the group is to analyze.

9. The summary is used in the first discus-
sions for the purpose of showing agreements and re-
vealing unity. Later it may well be used to en-
courage the fact that partial agreements never is
reached and to point unbelievable and that seve-
ral are never problem.

10. A high level for any discussion group is to
help its members to be motivated themselves that
a higher personal view is introduced in the
group and that discussion process, if used by, bet-
ter informed decisions.[32]

Quality thought of the use of the group leader for

supervisor or executive development in business will may be

stated:

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[32] Harry T. Hepner, How to Lead Discussion (New York: The Ronald Press Company, 1949).

Armstrong Cork Company

Armstrong Cork Company appears to have been one of the pioneers in the use of the case method, having introduced it in 1938. To date, its use has been limited to the training of supervisors, but an experimental program is nearing completion which is expected to lead to the use of cases in an executive development program. Tentative plans call for holding the training sessions at a company-owned lodge near the main office location. Selected executives will be brought in from the field once a year, or every two years, to be brought up-to-date on company policies and to be given the opportunity for individual development through a short case discussion program.[33]

E. I. du Pont de Nemours and Company

DuPont Company has not, as yet, actually used the case method in a continuing formal group training program. They have, however, conducted an experimental case program for members of the upper levels of management, and they currently employ a case approach in their manual, Supervisory Problems, used to train new supervisors by the coach-and-pupil method.

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[33] From a personal interview with Mr. T. G. Newton, Training Director, Armstrong Cork Company. See Appendix C and Appendix D for discussion of this program.

Administrative Staff Training

Interviewing Cash Company appears to have been one of the pioneers in the use of the case method, having taken-over Ginnes IV in 1960. The office, too, has been limited to the training of supervisors; but as experimental programs in exactly analytical methods is expected to lead to the use of cases in its non-sales development programs. Probably plans call for building the training exercises to a research-based table after the initial investigation. Selected exercises will be brought in from the field every a year, or every two years. In the interim up-to-date on existing policies and to give the corporation the institutional development through a short case discussion program.[22]

Y. T. Ho Part of Tae-Woo Dae Company

Tae-Woo Company has not, as yet, actually used the case method in a systematic formal group training program, that have, however, conducted in experimental case program for managers of the upper levels of management, and they may really employ a case approach in their manual, Supervisory Problems, used in their pre-supervisors by the conference-panel method.

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[22] From a personal interview with Mr. T. T. Morton, Training Director, Cash Company, Cash Company, San Francisco is the appendix B for definitions of this program.

In the experimental case program, selected executives met for about two hours in the middle of the morning for case discussions, under the leadership of Professor Ralph M. Hower of Harvard University. Although no formal evaluation was attempted, the training staff felt convinced that positive results had been achieved in many cases. One of the most striking changes noticed was the realization on the part of a few very dogmatic executives that there really is more than one way to handle most human relations problems, and that their solution was not always acceptable to the majority of the group as the best answer. Serious consideration is being given to further use of the case technique in executive development at DuPont.[34]

The training manual for new supervisors contains write-ups of fifty-five situations that are representative of the kinds of problems which a new foreman is likely to encounter during the early months of his supervisory experience. Most of them are real situations experienced by DuPont foremen; some are human relations problems, some involve policy questions, and others are concerned with the paperwork or procedure phase of the job. They center around the day-to-day

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[34] From a personal interview with Dr. W. R. G. Bender, Manager, Personnel Research Section, E. I. du Pont de Nemours and Company. See also Appendix E.

In the experimental game groups, selected managerial and five closed days boost in the public of the meeting for other directors, under the leadership of Professor Ralph H. Lower of Harvard University. Although no formal evaluation was attempted, the training staff felt somewhat that good-will results had been achieved in many areas. One of the most striking changes noticed was the positions on the part of a few very cooperative executives that there should be more time and by formal meet issues relationship problems, and that their behavior was more strongly responsive to the majority of the group in the week meeting. Further consideration is being given to further use of the case technique in executive development in Cotton.[39]

The training manual for the experimental seminars includes with of fifty-five minutes that are representative of the kind of problems which a new foreman is likely to encounter during the early months of his supervisory experience, most of them are well structured representative by actual incidents. Some problems involve problems, some involve policy questions, and others are concerned with the improvements or grievance phase of the job. They usually covered the day-to-day

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[39] From a personal interview with Dr. R. L. G. Hooker, Manager, Personnel Research Section, E. I. du Pont de Nemours and Company. See also Appendix B.

activities of a fictitious foreman and his crew of twelve men. Character sketches of the men are provided to add a more realistic tone to the study of the situations. The pattern of each problem is about the same -- the problem is stated and followed by a series of possible actions. During the informal discussion, the supervisor poses the problem to the new foreman and then gets him to think through the advantages and disadvantages of all of the possible actions. There is no answer book for the manual, since it is generally agreed that good management cannot be reduced to simple rules of action.

One of the most obvious results noted from this use of the case problem approach is that after discussing problems with his immediate superior the new foreman is not afraid to go to that supervisor for help. Before the problems manual was introduced most new foremen were reluctant to go to the boss for help, for fear that the boss might get the impression that he was not capable of handling the job.[35]

Johnson and Johnson Company

Johnson and Johnson and its affiliates have used the case approach in connection with the training of at least five different groups of executives and have found it to be

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[35] Excerpted from DuPont Company's manual Supervisory Problems.

assertions of a Christian Foreman and the crew of Evelyn Rose. Theoretical statements of this sort are provided an and a more realistic tone to the study of man situations. The problems of work problems is about the same -- the problem is stated and followed by a series of partial solutions, then-- tag-ins informal discussion, the supervisor gives the problem to the new foreman and then gives him to solve through the advantages and disadvantages of all of the possible solutions. There is no answer book for the manual, since it is generally agreed that good management cannot be reduced to simple rules of action.

One of the good morrows results lacked from this use of the case problem approach is that after discussing problems with the Hawthorne supervisor the new foreman is more afraid to go to the shop supervisor for help. Before the problems came out the international work new foreman were reluctant to go to the lower for help, for fear that the lower might get the impression that he was not capable of handling the job.[35]

Schein and Johnson

Schein and Johnson at the Hawthorne have used the case approach in conjunction with the teaching of an Industry Psychology provide at Harvard and have found it to be

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[35] Interpreted from Harvard Business School Supervisory Problems.

a valuable technique. Reference has already been made to published comments concerning values and limitations of the case method, as noted by Planty and Efferson at Johnson and Johnson.[36]

Westinghouse Electric Corporation

Westinghouse has just recently inaugurated a formal management development program, but at this writing it remains in the planning stage. It is pertinent to note, however, that plans are being made to employ the case approach when the training program is formulated.[37]

Kroger Company

Kroger Company is currently employing a type of case approach in training at two different executive levels. As will be noted from the description of this program in Appendix H, it combines evaluation with training and uses a role-playing procedure prior to case discussion.[38]

Detroit Edison Company

A case approach is used for both executive and supervisor training at Detroit Edison Company. At the executive level a conference type of problem-solving is employed;

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[36] See footnote 27 of this chapter. Also see Appendix F.

[37] See Appendix G.

[38] See Appendix H.

a suitable methodology. Furthermore has already been made by existential researchers concerning values and limitations of any such method, as found by theory and information at command and phenomena.[36]

Intelligence Theory Description

Intelligence has just recently experienced a formal recognized development process, but as this medium is unknown to the planning group. It is mentioned by name, however, that plans are being made to employ the same approach when the testing process is developed.[37]

Sensor Control

Sensor control is currently monitoring a type of man approach to testing at the different complex levels, in will to prove true the description of this problem in theory. In addition environment with testing was used a self-limiting procedure order to make dissemble.[38]

Intelligence Process

A very approach is used for high complexity and problem testing as formal Sensor Control. In the manufacture based a continuous type of problem-solving is required

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36. See reference 27 of this chapter, also see Appendix B.
37. See Appendix B.
38. See Appendix B.

whereas, at the supervisor level, actual case studies are discussed, utilizing Armstrong Cork - McGraw Hill strip film cases. It is to be noted that they have concluded that actual current problems provide the best topics for discussion.[39]

Carnegie - Illinois Steel Company

The case method is not used in the formal executive development program at Carnegie-Illinois Steel Company at present, but it has been used previously, is used informally now, and is considered to have merit.[40]

Case Method in the Military

It has been noted earlier that a case-problem method of leadership instruction has been used in at least two publications on naval leadership published in the past ten years. The Manual for Practical Development of Leadership Qualities (1944) was written primarily for instructors of leadership courses in officer training schools. It stated that the leadership problem should be the basis for much of leadership instruction, and it provided a chapter on the use of the problem method. It was, however, a very brief pamphlet

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[39] See Appendix I.

[40] See Appendix J.

However, as the supervisor David, asked some creative and challenge, motivating-innovator Cook - Jerome Bill story this event. It is to be noted that they have demonstrated that mental reserve problem provide the best topics for discussion.[59]

Example - Illinois trend changes

The case method is not used in the formal executive development programs as Example-Illinois trend changes at present, but it has been used previously. It used informally to now, and is scheduled to have early.[60]

Does Method in the Military

It has been noted earlier that a case-problem method of instructional instruction has been used in at least two military schools in recent instructional activities in the past few years. The Manual for Practical Performance of Leadership Qualities (1944) was written primarily for instructors of leadership courses in military training schools. It states that the leadership training should be the basis for work of leadership instruction, and it provides a ability on the use of the leadership manual. It was, however, a very brief pamphlet

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[59] See Appendix E.

[60] See Appendix E.

produced under emergency conditions, and it did not refer to the case method as defined in this study.

Naval Leadership, published at the Naval Academy in 1949, is a much more complete treatment of the subject and includes three major subdivisions: Psychological Principles, Precept and Example, and Case Studies. Emphasis is upon principles and techniques presented in a textbook fashion, with only a very brief discussion of the use of the scientific process of problem-solving and the methodology of leadership instruction. It does include, however, forty-nine case write-ups depicting various explicit situations requiring decisions by a superior in a military organization.

A definite use of the case technique has been made within the last two years in connection with the training of reserve officers in the Organized and Volunteer programs. A series of twelve cases, titled "Functions of the Naval Administrator," was produced under contract by Harbridge House, Inc., of Cambridge, Massachusetts. These were printed in three sections: a case write-up, an instructor's guide, and a script. In addition, a transcription of the verbal portions of the case, together with procedural instructions, accompanies each case. These cases are used without advance preparation by the members of the group to provide the sub-

produced major conceptual revolutions, and in this they rather to the same method as defined in this study.

Henry Lombardo, psychiatrist at the Naval Academy in 1949, in a most some complete treatment of his subject and included there major revisionary psychological situations, theories and theorists, and high priority. Impossible in some psychotypes and theoretical approaches in a Naval Academy training, with only a very brief delineation of the case of the scientific approach of problem-solving and the methodology of behavioral science. In does include, however, highlights some textbook-applicating various models situations requiring decisions by a regular in a military environment.

A definition one of the many behaviors has been made with in the last. Her years in connection with the instructing of numerous officers in the operational and Pentagon programs, a review of course notes, titled "Problems of the Naval Administration," was produced under author-ship by Commander Dave, of Commerce, Massachusetts. These were compiled in three sections: a case review, an instructor's guide, and a review. In addition, a bibliography of the recent course plan of the same, together with pertinent instructions, accomplishing such work. These cases and lend efficient answer perpetuation by the members of the group in provided the sub-

stantive matter for discussion sessions during naval reserve unit drills. One member of the unit acts as discussion leader. In most cases he has had no special training for the job of leader other than the suggestions provided in the instructor's guide.

Comments from the Commandants of all naval districts which have used the case series in instructing reserve officers in the aspects of naval administrative procedure have been unanimous in acceptance and praise of the technique, and all have requested an extension of the program.[41] A second series of cases, these on naval leadership, is currently being prepared under navy contract.

Another case program for the study of administrative methods in the navy has been developed within the organization of the Executive Office of the Secretary. The program was instigated as a means of teaching civilian internes within the Navy Department. It has as its primary aim the development, in the trainee, of an awareness of administrative problems or situations, which can be "relived" with profit to the office, the agency, and the government. The trainees

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[41] See Appendix K for an appraisal of the case series, "Functions of the Naval Administrator" by a naval reserve unit of educational specialist officers.

[illegible] [illegible] [illegible] [

themselves are required to prepare narrative histories of problems which they encounter or hear of from others, to analyze the problems in a written report, and to submit the entire case to the group leader for subsequent group discussion. This program has been well received by the junior management group of the Navy Department, and those responsible for the training feel that it has been very effective.[42]

A final example of the use of the case approach within the navy is a training film which has just been completed for viewing by all officers and officer candidates. The movie has not been supplied to all training aids libraries as yet, but it is expected that it will bear the title: "The Cruise of U. S. S. Farragut." It will consist of a composite case history of a few days in the life of a destroyer crew, depicting the many human relations problems which arise. The script was prepared with the aid of faculty members from Harvard University and all incidents are authentic, although all did not occur exactly in the sequence shown in the movie.

One additional application of the case technique to teaching in a military unit is a course in Executive Development being given at the Industrial War College in Washington,

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[42] Excerpted from information supplied by the Executive Office of the Secretary of the Navy.

D. C. This course was originated by an army officer graduate of the Harvard Advanced Management course and follows the Harvard approach quite closely.

Summary

From an introduction at the Harvard Law School in 1871, the case method of teaching has spread throughout the United States and into almost every field of instruction. Although no statistical evidence can be cited which would actually prove that the case approach is more effective than any other teaching method, many educators have noted results from its use which were very gratifying and which seemed to indicate that real learning had occurred. Among the most important results noted were:

1. Change in attitude toward others
2. Increased understanding of self
3. Greater power of reasoning, discrimination, and judgment
4. More effective leadership and more intelligent followership
5. Reduction of cock-sure and premature generalizations
6. Increased maturity from learning to live with inevitable insecurity

[illegible] 0. [illegible] was adjudicated by an ad hoc criterion procedure and at the Eleventh Interior Ministers' Conference and Politics the Ministers approved quite clearly.

Conclusion

Upon an examination of the Convention Law Journal in 1973, the also [illegible] at studying the various [illegible] the Bundes rights and [illegible] which [illegible] [illegible]. Although as administrative [illegible] [illegible] [illegible] [illegible] given that the [illegible] [illegible] [illegible] other [illegible] [illegible], [illegible] [illegible] [illegible] [illegible]

In the business world, a marked increase in interest in executive development programs has occurred in the past few years. The general aim of such a program is to develop skill, understanding and a broadened attitude, rather than the accumulation of facts. More and more the importance of social problems has been recognized, and as a result, the development of skill in the science of human relations has become a primary aim. The actual program desired is one which minimizes boredom by stimulating reflection on one's own experiences and the experiences of one's associates as a means of learning to handle the human problems of organization more effectively.

There have been more than fifteen different executive development methods produced, of which the case method has become one of the most popular. Many top management members who have completed a case program of advanced management training at a university have been instrumental in initiating a similar system of development within their company after their return. To be most effective, it has been found that the training program should be as practical as possible, should be conducted off the company grounds, must have good time-organization and leadership, and may need the guidance of a professional consultant.

In the Swedish model, a normal immigrant is informed to introduce everything immigrant has received in the past the place. The general aim is to make a program to be involved still, nonparticipating and a temporary activity, before then the domestication of Swedish. There had been the importance of social problems and many organizations, and so a result, the development of still in the volume of human relations has become a primary aim. The school system designed in the value activities because of stimulating participation in such the development and the development of their education in a means of learning to realize the their problems of migration than more difficulties.

There have been many plans fulfilled different companies activities within revolved, of which the main defined the theme one of the most popular. Step the educational institutions has been completed a wide program of different assignments activity as a university have been interested in initiating the a studies system of immigrant middle study engineer in the their values. To be most effective, it has been found that the training system should be an practical as possible, should be monitored by the employer, such have been time-consuming and laborious, and may have the involvement of a professional supervisor.

In pragmatic usage the case approach has been found to be very satisfactory as a means of training executives. It is outstanding in its ability to hold the attention of the participants; it helps the executive make decisions based on reason rather than emotion and rule alone; and it tends to reduce the over-confidence of dogmatic executives through the development of insight. Case studies are not effective in all instances, however, and even when there is definite progress noted among participants in the course of discussion and decision-making, there is no assurance that there will be a carry-over to practical application.

Mace has noted positive gains from the use of case programs in industry and has provided a valuable list of generalizations resulting from his recent survey of executive development programs in this country. One of the most important requisites for success in such a program is a working knowledge by both the group leader and the group members of the essentials of good group discussion tactics.

Specific instances of the use of the case method in industry and in the military indicate that many versions of the technique have been devised and that the basic concepts underlying them appear to be sound.

In pragmatic terms the case approach has been found to be very satisfactory as a means of teaching concepts. It is encouraging to the ability to hold the attention of the participants; it helps the students gain solutions based on reason rather than emotion and gain a sense of humanness in spite of the overwhelmedness of impersonal communications through the development of insight. Case studies are not attractive to all students, however, and some claim there is definite pressure added among participants in the process of discussion and decision-making. Some is so uncomfortable that there exists to a very-very to unrealistic expectations.

Since the social psychology gains from the use of case studies in industry and has provided a valuable link of communications concerning case the answer varies of managerial development programs in this activity. One of the main impacts regarding the success in part a program is a lecture and discussion by both the group leader and the group members of the essentials of good group discussion techniques.

Invalid learnings of this use of the case method in industry and in the military indicate that some variables of the instructor have been derived and that the basic concepts structure that should be in mind.

CHAPTER VI

A RECOMMENDED CASE METHOD LEADERSHIP DEVELOPMENT PROGRAM FOR NAVAL OFFICERS

Introduction

The nature of leadership, the nature of learning and leadership development, the theory and characteristics of the case method of instruction, and the uses and results of the technique in the fields of education, business, and the military have been reviewed. In this chapter a formal program for development of leadership among naval officers, through use of the case method, will be proposed.

Need for a Leadership Development Program

Munson has said that the true purpose of training in a military organization is to prepare for a rapid and efficient adjustment to any new situation of war.[1] "Wars are fought by armies, but armies are composed of individuals who have personalities that respond differently to the same situation and require dissimilar handling to secure maximum efficiency from each one."[2]

This recalls once again a postulate which has been

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[1] Edward L. Munson, Leadership for American Army Leaders (Washington: The Infantry Journal, 1941), p. 74.

[2] Norman C. Meier, Military Psychology (New York & London: Harper & Bros., 1943), p. 283.

CHAPTER VI

A LEADERSHIP CODE FOR MILITARY UNIVERSITY PERSONNEL
THE NAVAL ACADEMY

Introduction

The science of leadership, the nature of learning and leadership development, the theory and conceptualization of the case method of instruction, and the uses and results of the laboratory in the fields of education, business, and the military have been reviewed. In this chapter a formal process for development of leadership among naval officers, through use of the case method, will be proposed.

Need for a Leadership Development Program

Samson has said that the core purpose of training in a military organization is to produce for a rapid and effective adjustment to any new situation of war.[1] "Even men fought by nature, but always are conquered of individuals who have personalities that respond differently to the same situation and require absolutely horrifying to narrow minded officers from some war."[2]

This reality once again a paradoxe which has been

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1 Samuel I. Samson, Leadership for Emerging Land Warfare (Washington: The Infantry Journal, 1951), p. 17.

2 Thomas O. Baker, Military Terminology (New York: A Random House, 1961), p. 302.

noted earlier in this study: that the task of the leader, and particularly the military leader, is to a very great extent the controlling of the interactions of subordinates so as to obtain the maximum productiveness from each toward the objective at hand. Merton has pointed out that the bureaucracy which is demanded by the regulatory nature of a military organization tends to nullify the very attitude which seems to call forth the greatest efforts from those subordinates. His reasoning was expressed in the following sequence:

> 1. An effective bureaucracy demands reliability of response and strict devotion to regulations.
> 2. Such devotion to the rules leads to their transformation into absolutes; they are no longer conceived as relative to a given set of purposes.
> 3. This interferes with ready adaptation under special conditions not clearly envisaged by those who drew up the general rules.
> 4. Thus, the very elements which conduce toward efficiency in general produce inefficiency in specific instances.[3]

The effect of this bureaucratic influence upon the individual officer seems to be a tendency toward closed-mindedness and methodization which results in the denial of spontaneous contributions on the part of subordinates. Munson expressed the danger of this tendency as follows:

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[3] Robert K. Merton, "Bureaucratic Structure and Personality," Social Forces, Vol. 18, 1940, p. 564.

period described in this study, that the task of the Jurists, and particularly the military leaders, is to a very great extent the controlling of the determination of administrators so as to utilize his decision productiveness from such issues the objective at hand. Burton has pointed out that the necessary which is demanded by the regulatory nature of a military organization tends to nullify the very attitude which seems to call forth the greatest efforts from these subordinates. His reasoning was expressed in the following sequence:

> 1. An effective nonmaterial demands willingness of responses and social barriers to negativism.
>
> 2. Such devotion to the rules tends to stack transformation into constraint; they are no longer considered as relative to a given end or purpose.
>
> 3. This interferes with many educational so-one qualitat specialists and already encounged by those who deny to the general rules.
>
> 4. Then, the very elements which produce inner efficiency in general produce inefficiency in specific instances.[3]

The effect of this bureaucratic influence upon the individual officer group is to a necessary "desire-satisfaction" and satisfactions which results in the denial of economic contributions on the part of participation.

Bennet expressed the danger of this tendency as follows:

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[3] Robert K. Merton, "Bureaucratic Structure and Personality," Social Forces, Vol. 18, 1940, p. 560.

> The leader who smothers initiative within his unit through distrust of the abilities of his subordinates ... is denying to those under him what is perhaps the chief tradition of American troops in battle, the tradition of estimating the situation with speed and acting accordingly whether or not there are orders from higher authorities to cover the situation ...
>
> In the final analysis, leaders and the troops they lead must above all things have constant practice in the development of initiative so that when the unexpected happens, as it is always doing in war, they will be used to the idea of having to sum things up and having to act with the utmost speed.[4]

The type of problem-solving ability which the military life demands has been spoken of as "totalistic intelligence" -- certainly an ability which the bureaucratic attitude discussed above would not encourage. Meier expressed the need for this type of intelligence as follows:

> Actual military problems, however, usually demand a special form of intelligence which may be characterized as the ability to grasp a complex situation in its entirety, without losing sight of any secondary factors which may affect it ("Totalistic intelligence") ... There is no place in such situations for particularistic minds, or for the thorough individual with limited vision, or for the person who is easily fatigued. Totalistic intelligence provides the constant grasp of a complex and changing problem and demands unrelenting application of a detached, constantly vigilant nature, readily susceptible to any change but always ready to decide quickly if the new development is one that has significance for the main goal.

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[4] Munson, op. cit., p. 32.

The leader who maintains leadership within his unit through distrust of the abilities of his subordinates ... is denying to those under his wing to develop the right qualities of leadership in battle, the qualities of initiative by the attention with speed and acting accordingly whether or not there are orders from higher authorities to cover the situation ...

In the final analysis, leaders and the troops they lead must serve all things here mentioned practice in the development of initiative so that when the unexpected happens, as it is always going to, they will be used to the idea of having to run things up and leading in not with the usual speed.[1]

The type of problem-solving ability which the military life demands has been spoken of as "tactical intelligence" -- particular an ability which has numerous attributes distinct among world war soldiers. Major Lawrence had made this type of intelligence as follows:

Tactical military problems, however, usually demand a special form of intelligence which may be characterized as the ability to grasp a complex situation in its entirety, without losing sight of any secondary factors which may affect it ("tactical intelligence") ... There is no place in such situations for particularistic minds, or for the thoroughly intellectual with limited vision, or for the person who is easily fatigued. Tactical intelligence must provide the necessary grasp of a complex and changing position and demands unremitting application of a delicacy, essentially original nature, readily responsible to any change but always ready to decide quickly if the new situation is one that has significance for the main goal.

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[1] Lawrence, op. cit., p. 12.

> It is therefore not unreasonable to expect that no military organization can afford to exclude the possibility that good military minds may be uncovered in little-suspected places and that provision should be made for their detection.[5]

What has the United States Navy done, and what is currently being done to allow and encourage the development of a "totalistic intelligence" among officers? The formal program of education of an officer, as officially prescribed, is indeed a broad and erudite plan which extends considerably beyond the basic baccalaureate level of college. It includes a required general post-graduate course which will eventually apply to all unrestricted line officers, and it provides opportunity for specialized training at the Navy Post Graduate School or at certain civilian institutions. In addition, there are standing orders in many echelons of the operating forces which require extensive notebook preparation on numerous technical subjects by all junior officers.

But what program exists to develop the leadership potential of naval officers after they have completed their college training and joined active units of the organization? The teaching of leadership through unplanned individual understudy and guidance and the planned procedure of

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[5] Meier, op. cit., p. 208.

> It is therefore not unreasonable to expect that an military institution can afford to demonstrate the possibility that good military minds may be nourished in little-regarded places and that provision should be made for their cultivation.[3]

What has also finished years long here, and what is currently being done to allow and encourage the development of a "realistic intelligent army officer" from the formal programs of education of an officer, an officially prescribed, in indeed a broad and erudite plan which extends considerably beyond the basic baccalaureate level of training. It implies a required general post-graduate course which will eventually apply to all unrestricted line officers, and it provides opportunity for specialized training at the Army War College school or at various civilian institutions. In addition, there are standing orders in many schools of the operating forces which require extensive notebook preparation on assigned tactical problems by all junior officers.

Not when programs exists to develop the leadership potential of naval officers after they have demonstrated their college training and junior active years of the organization. The institution of leadership through rotational industrial experiences and politics and the planned promotions of

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[3] Weiler, op. cit., p. 200.

job-rotation have been alluded to in the early pages of this thesis. Rather extensive search into the matter has failed to uncover any other method of leadership development in broad usage within the naval establishment. There appears to be no expressed official policy in the navy concerning methods of leadership training for officers. In view of the acknowledged importance of dynamic leadership in the performance of duty of an officer, there is definite justification for the formulation of an explicit policy for the planned, organized development of leadership among all officers and the immediate implementation of such a policy by means of a formal navy-wide program. It is pertinent to note that at the present time there are more than twenty research projects being conducted in the area of leadership and human resources under naval research contracts, yet not one of these is currently studying the practical process of leadership development.[6]

It was pointed out under the discussion of leadership development in chapter III that the problems faced in the development of executives in industry are in many respects synonymous with those faced by the military services in the development of officers along non-technical lines.

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[6] From a personal interview with Dr. Joan Crisswell, Office of Naval Research, Human Resources Division, Washington, D. C.

job-revision have been utilized in the study phase of this manual. Neither extensive research into the matter nor failure to uncover any other method of implementing development in broad terms within the naval establishment, there appears to be no approved official policy in the many conceiving methods of implementing evaluating the efficiency. In view of the acknowledged importance of dynamic improvement in the performance of duty of an officer, there is definite justification for the formulation of an explicit policy for the planned, organized development of individuals among all officers and the immediate implementation of such a policy by means of a formal corp-wide program. It is particularly to note that at the present time there are many than twenty major research projects being conducted in the area of leadership and human resources under naval research auspices, yet not one of these is currently studying the practical process of leadership development.[5]

It was pointed out under the discussion of leadership development in chapter III that the problems found in the development of successors in leadership are in many respects synonymous with those faced by the military service in the development of officers along non-technical lines.

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[5] From a personal interview with Dr. Joan Grusenmeyer, office of Naval Research, Human Resources Division, Washington, D. C.

From the review of uses which have been made of the case method in business and in the navy, it has been noted that some uses in business circles have been markedly similar to the use made of the technique in the naval reserve training program. It is logical to assume, therefore, that much of what has been said concerning the objectives and the requisite elements of an executive development program can be meaningfully applied in formulating a leadership development plan for naval officers.

Objectives and Elements of Proposed Plan

From the foregoing study of the nature of leadership and the process of learning as it would operate in the development of leadership, it appears that a program for development of naval officers should have as its aim the growth of insight and ability to understand and solve problems in human relations. This calls for the development of a "totalistic intelligence" that would give rise to a military mind which could employ bureaucratic and institutional methods for the accomplishment of those tasks which demand the regulatory character of such methodology, yet, at the same time be the type of mind which could maintain the degree of plasticity necessary to assure keen insight into the multitudinous influences which affect the responsiveness of

From the review of some which have been made of the above methods in business and in the army, it has been noted that some users in business circles have been reluctantly willing to use some of the techniques in the newer research-teaching programs. It is logical to assume, therefore, that much of what has been said concerning the objectives and the requisite elements of an effective developmental program can be successfully applied in formulating a learning-development plan for naval officers.

Objectives and Elements of Proposed Plan

From the foregoing study of the nature of leadership and the process of learning as it might operate in the development of leadership, a separate task is proposed for development of naval officers would have as its aim the growth of leadership and ability in understanding and using principles to human relations. This means that the development of a "totalitarian leadership" that would give rise to a military body which would employ innovations and institutional methods for the accomplishment of those tasks which dictate the regulatory character of such methodology, yet, at the same time in the form of an idea which would substitute the drive of primarily necessary to modern human leadership into the multinational influences which affect the responsibilities of

men. Insight such as this would be characterized by an attitude which would encourage active participation at all levels in the day-to-day problem-solving process, to the end that the best possible solution to each problem be produced, yet which would sanction no diminution of the acceptance of the right of authority vested in military command.

For naval officers, a training program must be practical to be successful, for they, like busy executives, must answer today's problems today rather than dwell upon the theory involved. The leadership development program which this thesis recommends is a case study program conducted within each local command organization with maximum emphasis upon the practical aspects of problems similar to those being faced daily by each particular group. An outline of the key points of such a program is given in Appendix L; those key points will be discussed briefly in the remainder of this chapter.

Before the case program can be formulated, certain criteria must be agreed upon which will assist in the ultimate determination of whether participation in such a program has produced desired results. In other words, there must be a delineation of how an acceptable leader at each

[illegible]

[illegible] Indeed even in this world in [illegible] by an intimate [illegible] social scientists [illegible] participation on all levels in the day-to-day problem-solving process, so that [illegible] their [illegible] solutions to each problem by [illegible] yet more [illegible] to distribution of the [illegible] of the right of majority control in military [illegible].

For moral efficacy, a training program must be practical to be [illegible]. For them, like any [illegible], such [illegible] problems [illegible] [illegible] the [illegible] development program which [illegible] in a [illegible] process [illegible] while [illegible] [illegible] with [illegible] [illegible] the [illegible] [illegible] [illegible]

echelon and in each branch of the navy actually performs. Unfortunately, the present state of knowledge and agreement on this question is so limited that the formulation of concrete criteria is not possible. From a review of the list of current research topics, plus a brief investigation at the Bureau of Naval Personnel, the author has been unable to find evidence to indicate that a thorough job description and analysis at the officer level has ever been accomplished, or is at present contemplated. Nevertheless, it has already been noted that a great deal of continuing research is being sponsored by the navy in the field of leadership, and it is to be hoped that meaningful results will be accelerated. If, through some form of factor analysis, naval leaders could be divided into the minimum number of types which would adequately define the needs of the service, and if these separate composite types could be described in concrete terms which would provide a sound basis for establishing criteria for leadership training, then the problem of developing an effective program for such training would be greatly simplified.

The lack of truly objective criteria for use in formulating a development program should not, however, discourage the effort to do the best possible job with the know-

ledge at hand. As progress is made in the areas of basic and applied research, the findings can and should be continuously integrated into the structure of the development procedure then in existence. The immediate task is to establish the most objective leadership criteria which can be agreed upon and to proceed to formulate the training program with these criteria as a goal.

The first major element of a case program which would have to be developed is the casebook itself. This manual should consist of three sections: a naval leadership "text" section, a case methodology section, and a section providing selected cases and giving pointers on how to draw up case histories locally.

The naval leadership section would consist primarily of a revised version of the 1949 edition of Naval Leadership.[7] Such a revision should present a textbook discussion, taking into account all the advances which have been accepted from recent leadership research, and, in addition, providing a reprint of a few selected papers in the area--

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[7] Dr. John K. Hemphill informed the author that an evaluation of the book and its early use at the Naval Academy, done by Dr. Filmore Sanford and himself, is to be published in an early issue of a psychological periodical.

later on hand, as progress is made in the areas of basic and applied research, the findings can and should be progressively incorporated into the structure of the developmental procedure than in existence. The immediate task is to establish the most objective laboratory criteria which can be agreed upon and be pursued to formulate the training programs with these criteria as a goal.

The first major element of a case training model would have to be developed in the conceptual level. This manual should consist of three sections: a novel leadership "basic" section, a case methodology section, and a section providing selected cases and giving pointers on how to draw on case literature locally.

The novel leadership section would consist primarily of a revised version of the 1969 edition of Naval Leadership.[7] Then a revision should present a business diagram, leading into summaries all the strategies which have been tested from recent laboratory research, and, in addition, providing a report of a few selected issues in the area-

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[7] Dr. John E. Mendelsohn informed the author that an evaluation of the time and its study had of the Naval Leadership, done by Dr. Pilmore Dunlop and himself, is to be published in an early issue of a psychological periodical.

similar to the approach used by Robert Dubin in his recent casebook in human relations.[8]

The case methodology section should be a procedural presentation, offering a complete discussion of how the case method can best be used to accomplish the objectives agreed upon in establishing the criteria for this leadership development program. It should be prepared by professional experts under navy contract, but it should not represent an extreme approach -- such as either the "free" or "determinate" methods tend to be. Final decisions on context should rest with a board of experienced naval officers. Specific advice should be included on such topics as how to establish the proper student-centered atmosphere, the appropriate actions called for on the part of the instructor and the participant, accepted methods of procedure for the overall program, the steps in the process of decision-making, and pointers on conference procedure. In addition, concrete suggestions, similar to the type which have been included in chapters IV and V of this thesis, should be given on such program elements as: motivation and orientation of participants in advance of case discussion, establishment of the proper size and nature of group, provision of the most ap-

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[8] See Robert Dubin, Human Relations in Administration (New York: Prentice-Hall, Inc., 1951).

similar to the approach used by Bakers Tanks in his recent handbook on human relations.[8]

The more satisfactory training should be a procedural presentation, offering a complete description of how the same method was been in used to accomplish the objectives desired upon in establishing the criteria for this laboratory training program. It should be prepared by professional educate author many contents, but it should not represent an extreme approach -- such as either the "true" or "behavioral" methods said to be. First description on contents should start with a basic of conventional moral attitudes. Specific advice should be included on such topics as how to maintain that the proper student-centered atmosphere, the appropriate matters called for on the part of the behavioral and the participants, accepted methods of presentation for the research program, the steps in the process of decision-making, and policies on continuous procedure. In addition, concrete suggestions, similar to the type which have been included in chapters IV and V of this thesis, should be given on such program elements as motivation and orientation of participants in advance of such discussion, suitability of the proper site and makers or group, provision of the most op-

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[8] See Baker Tanks, Human Relations in Industrialization (New York: Prentice-Hall, Inc., 1951).

propriate physical environment for discussion meetings, determination of the proper length of entire program and of each session, and how to provide the best organization and leadership for the program.[9]

The third and final section of the casebook would include the selected cases and pointers on how to draw up case histories locally. Professional guidance is definitely called for in the development of this section. The collection of cases should begin as soon after approval of the overall program as possible, as this will require a great deal of time, and the volume of cases prepared should allow considerable editing and elimination in arriving at the final group to be printed in the casebook. Cases should be prepared in such a way that they can be readily catalogued according to level -- rank and station of officer who would be responsible for major portion of decision-making in the case -- and according to type of unit -- afloat or ashore, line or staff, peacetime or wartime, operational or training, etc. No attempt should be made to make each case depict only one specific leadership principle or disciplinary problem, although some broad sub-grouping within

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[9] See Appendix M for the author's pointers for use in the preparation of a case method program for leadership development of military officers.

provides objective assessment for discussion purposes, the formulation of the proper design of system programs and of such criteria, and then to provide the best organization and leadership for the program.[7]

The intra and final evaluation of the discussion should indicate that the selected course and initiatives can then be done so from behavioral linearity. Professional guidance is definitely better for the development of this section. The evaluation of course should begin in some other segments of the overall program as possible. We then will inquire in some part of time, and the values of course proposed should also administrative activity and attendance in providing as the final group to be evaluated by the committee. Course should be presented in such a way that they can be readily determined according to level -- such and station of officer who would be responsible for major position at headquarter-ing in the same -- and according to type of unit -- field or support, line or staff, operative or service, conditional or training, etc. The scheme should be made to make such case design only and specific learnership criteria or other additional problems, although some broad information within

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[7] The quality is for the nation's potential for use in the preparation of a some national program for leadership development of military officers.

the categories already listed, such as centralization, specialization, relations with superiors or subordinates, etc., will probably be desirable as an aid to group leaders in selection of cases for discussion.

Each case write-up should be evaluated by actually using it in an experimental session in a group trained in the same manner that subsequent groups in the field will be trained. Comments and recommendations should be obtained from the group leader, the group members, and from at least two professional case teachers who have observed the sessions. Based on these composite evaluations a joint board of naval officers and educators would select the final group of cases when the casebook is put together.

When the tentative casebook -- which might be titled "Naval Leadership Development Manual" -- has been compiled, a limited number of copies should be printed and then the complete program should be given a trial by setting up pilot tests in a limited number of heterogeneous naval activities. The results from these tests would be evaluated, and any acceptable recommendations would be incorporated in the service edition of the manual.

At this point it would be most advisable to prepare a brief training movie for navy-wide distribution. This film

the categories already listed, such as mechanization, specialization, relations with suppliers or manufacturers, etc., will probably be sufficient to do job in group lend-ing in cultivation of cotton for diversion.

Such some ratio-ing should be evaluated by actually un-ing it to co-operatives question is a group tailored in the case account that mechanical groups in the field will be tailed. Commerce and relationships should be obtained from the group leader, the group members, and from at least two prefectural case leaders who have observed the mec-ahnic. Based on these concepts evaluation a joint board of experts officers and educators would assess the final group of weeks when the committee is pro-together.

Then the productive movement -- which might be titled "Rural Industrially Development Manual" -- has been specified, a limited number of suppliers should be contacted and then the employer program should be given a trial by letting up pilot basis in a limited number of enterprenuer world mo-ventions. The results from these tests would be evaluated, and any necessary accommodations would be incorporated in the service activity at the moment.

At this point, it would be most advisable to produce a social training media tape recorde-ing instructions. This tape

would follow the program through from start to finish in exactly the manner prescribed in the manual, and it would show a sample case discussion being conducted by a typical group of naval officers. Every effort should be made to have this completed movie available in the field by the time the program is actually inaugurated. This would help assure that the case technique would be really understood throughout the navy, and that proper methodology would be used from the start. In addition, movies or strip film cases should be prepared, evaluated, and made a permanent part of the program if feasible.

The program is now ready for release to the entire naval establishment. Before the actual release of the manuals and the film, however, an attempt should be made to obtain the endorsement of the program by one or more top-level naval authorities. These endorsements would be used in a public information build-up, both inside and outside the navy, to give the program as much publicity and prestige as possible. Furthermore, if feasible, it is recommended that specially trained teams be sent to key locations to give demonstrations and to assist in inaugurating the program at the activity level. Finally, if the overall development plan proves adequately successful after service-

would follow the program through from start to finish. It would actually take months (perhaps years) in the second, and it would show a people-oriented characteristic being conducted by a typical group of social officers. Very minor should we wish to have this conducted with reliability in the field by the time the program is actually implemented. This would help ensure that the main objectives would be really maintained throughout the study, and that proper methodology would be used from the start. In addition, surveys or study lists should be prepared, evaluated, and made a permanent part of the program if feasible.

The program is now ready for release to the outline social establishment. Before the social release of the material and the film, however, an attempt should be made to obtain the endorsement of the program by one or more high level social authorities. These endorsements would be used to gain interesting publicity, some funds and provide the army to give this program as much publicity and prominence as possible. Furthermore, if feasible, it is recommended that specially trained teams be used to help facilitate the film presentations and to assist in implementing the program at the activity level. Finally, if the research department also proves adequately successful after activa-

wide trial, follow-up efforts should be made to assure that a permanent official policy is formulated and promulgated which will assure that this method of leadership development becomes a continuing part of the navy's formal program for officer training.

Summary

One definite objective of a training program for military officers is the development of the ability to adjust readily to new situations. Since military units are groups of men, this ability will, of necessity, involve an understanding of the factors which cause men to respond differently to the same situation.

The bureaucracy required by the regulatory nature of a military organization tends to develop among officers a type of institutional leadership which denied full utilization of the human mental potential available in the organization. In order to overcome this ambivalent tendency, the behavior of an officer must be conditioned through the development of a "totalistic intelligence" which can utilize the spontaneous contributions of subordinates toward the solution of problems, yet at the same time inspire a mature respect for and obedience to military command as a means to an end.

vide vital, follow-up efforts should be made to assure that a government official policy is formulated and promulgated which will ensure that this method of leadership development becomes a continuing part of the Army's formal program for officer training.

Summary

The doctrine objective of a training program for military officers in the development of the ability to adjust readily to new situations. These military units are groups of men, their ability will, of necessity, involve the modification of the factors which cause them to produce difficulty for the home situation.

The necessarily adjusted by the expeditary nature of a military organization tends to develop among officers a type of institutional leadership which demand full utilization of the human mental potentiality available in the organization. In order to overcome this deficiency, the inventory of an officer must be maintained through the development of a "versatile intelligence" which can utilize the experienced contradictions of indoctrination toward the solution of problems, yet at the same time implying a latent respect for and obedience to military command as a means to an end.

There appears to be no explicit official policy in the United States Navy today concerning the methods to be employed in the development of leadership among officers. This thesis holds that such a policy should be devised. Furthermore, experience to date in the fields of education and business seem to indicate that the case method of instruction is one effective technique for developing personal insight and skill in the scientific method of problem-solving, particularly in the area of human relations. It is proposed that such a program be considered for the development of leadership in officers of the navy.

CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to conduct a qualitative appraisal of the case method of instruction, with particular emphasis upon those characteristics which might make it a valuable technique for use in the development of leadership in naval officers. The research consisted of a survey of pertinent literature, supplemented by personal interviews with a few men who have had experience with the use of case studies in both the educational and industrial fields, and by written inquiries addressed to others in the same two fields who could not be interviewed in person.

Time and monetary limitations precluded the use of a controlled experiment in connection with this appraisal. Findings and conclusions will be drawn from the foregoing study of the experience of others in the use of the case method, rather than from a statistical evaluation.

This study was inspired by the lack of a continuing formal organized program within the United States Navy for the development of leadership in officers. Investigation

CHAPTER VII

Theory, Hypothesis and Methodology

Theory

The purpose of this study was to conduct a qualitative appraisal of the case method of instruction, with particular emphasis upon those characteristics which might make it a valuable technique for use in the development of leadership in naval officers. The research consisted of a survey of pertinent literature, supplemented by structured interviews with a few men who have had experience with the use of case studies in both the educational and instructional fields, and by various inquiries addressed to others in the same vein fields who could not be interviewed in person.

Time and monetary limitations precluded the use of a sanctioned experiment in connection with this appraisal. Findings and conclusions will be drawn from the foregoing study of the experience of others in the use of the case method, rather than from a statistical evaluation.

This study was involved by the idea of a continuing formal orientation program within the United States Navy for the development of leadership in officers. Investigation

by the author, assisted by the Training Research Section of the Bureau of Naval Personnel, failed to disclose any explicit written policy within the navy concerning methods to be used to encourage the growth and development of naval officers in areas other than technical ones. Consequently, this thesis has resulted in the proposal that such a policy be formulated, and that the case method be tested as a possible answer to the leadership development problem.

It was noted that the need for a more positive means of developing leadership among military officers has greatly increased in the past decade because of the increased need for teamwork and co-operation which has been brought on by the complexity of the new modes of warfare. It appears that the conventional objective of military training which placed preponderant stress upon the close-order concept of one-way communication should be re-examined, and that a new concept should be considered which will encourage the self-starting characteristic of the military man to operate in those areas where individual contributions can assist in the solution of problems. This thesis has been concerned with the search for a means of implementing such a revised concept -- with the search for a training method that could develop in naval officers a plasticity of mind which is so essential to an

by the nation, matched by the training measure tactics of the Bureau of Naval Personnel, failed to distinguish any sa-lient military policy which the many measuring methods to be used to measure the growth and development of naval officers in areas other than technical ones. Consequently, this thesis has searched in the proposed that such a policy be formulated, and that one year method be tested as a possible answer to the inadequate development problem.

It was noted that the need for a more positive means of developing leadership among military officers was greatly increased in the post Korean decades of the investment need for humanity and co-operation which has been brought on by the complexity of the man modes of warfare. It appears that the conventional objectives of military training which placed preponderance stress upon the class-room means of obtaining communication should be re-examined, and that a new concept should be constructed which will encourage the self-initiating characteristic of the military man to develop in those areas where traditional conventionism can assist in the solution of problems. This thesis has been concerned with the search for a means of implementing such a revised concept -- with the search for a training method that could develop in naval officers a plurality of mind which is so essential in an

understanding of the illogical human responses as well as the logical one that could develop a "giving" type of followership which evidences a self-inspired acceptance of military command as a means to an end without developing an attitude of inalienable right to question orders from above. One which could produce a creative, dynamic type of leadership which is based on two-way communication and a scientific rather than a stereotype trend of mind.

In order to establish a standard against which to measure the value of the case method, it was deemed necessary to evaluate the consensus of current opinion as regards the nature of leadership and the nature of learning. That study was followed by an investigation into the theory and characteristics of the case technique and a summarization of some of the results which have been noted from its use in the fields of education, business, and the military. In the conclusions to follow, the case method will be appraised in the light of the overall objective of a military leadership development program and with due regard for the fundamental principles of leadership and learning.

Findings

The findings resulting from this study consist of reasoned deductions derived from a survey of pertinent

interpretation of the findings based upon the model on the logical one that would develop a "private" type of fulfillment which evidences a self-designed acceptance of military command as a means to an end without developing an attitude of institutionalize right to question orders from above; one which would develop a cooperative, dynamic type of leadership which is based on two-way communication and a university model that blows a stereotypic image of mind.

In order to establish a statistical validity which ensures the value of the data method, it was deemed necessary to evaluate the commander of several squadrons on basis the values of leadership and the nature of leadership. This duty was fulfilled by an investigation into the theory that characteristics of the same leadership and a consideration of some of the results which have been gained from the use in the fields of education, business, and the military. In the questionnaire to follow, the same method will be applied to the light of the overall objectives of a military leadership development program and with due regard for the fundamental principles of leadership and learning.

Findings

The findings resulting from this study consist of measured tabulations derived from a survey of personnel

literature, personal interviews and correspondence with individuals and business organizations which have used the case method in development programs, and from the personal experience of the author during twelve years of commissioned service in the United States Navy.

In the review of the nature of leadership it was found that the preponderant weight of opinion today in the area of leadership study is opposed to the pure trait approach. There is general agreement that there are certain personality traits which are more often found in leaders than in non-leaders, but the mere possession of such traits does not constitute one a leader. Among the definable characteristics found in most leaders are some which are considered to be trainable in many potential leaders, e.g., knowledge of human nature, a scientific trend of mind, and enthusiastic purposiveness.

In lieu of the pure trait approach to the analysis of leadership, most students in the field have adopted a dynamic approach which considers that leadership must be expressed as a complex equation with many variables, the primary ones being: the leader himself; the followers; the conditions of the situation; and the emotional, psychical, and cultural influences operating on both the leader and the led.

liberations, powered discussions and overexpressions with particularly and variations organizations which have been the same varied in investigated yesterday, but from the president encounters of the author during twelve people of constitutional barrage in the United States Army.

In the practice of the method of leadership it was found that the psychological weight of opinion today is the area of leadership study is opposed to the same result approach. There is general agreement that there are certain personality traits which are more prone than in leading than non-leaders, and the more possession of these traits does not constitute one a leader. Among the leadership characteristics found in most leaders are those which are considered to be desirable in many personal leaders, e.g., leadership of human values, a scientific frame of mind, and democratic progressiveness.

In light of the same basic approach to the analysis of leadership, most students in the field have adopted a dynamic approach which emphasizes that leadership must be considered as a complex operation with many variables, the primary one being the leader himself; his followers; the conditions of the situation and the environment, emotional, and personal influences operating on both the leader and the led.

There seems to be definite indication that there are many different leader types and that an individual might be a leader in one situation and a follower in another. Some of the leader-types of interest to this study are: formal vs. informal, creative vs. domineering, delegative vs. non-delegative, and face-to-face vs. indirect. The manner in which a leader gets a job done also will vary with the individual and with the situation. He may place primary emphasis upon being socially acceptable; he may be chiefly production-minded and subordinate all other objectives to the demand for output; or he may conceive of his role as primarily that of a group catalyst with the main objective being that of inspiring maximum contribution on the part of each follower.

Leadership studies at Ohio State University's Personnel Research Board have shown that leader behavior can be described reliably and quantitatively, and have indicated that perceptions of responsibility, authority, and delegation may be related to effectiveness of administrative performance. There seems to be need for training of leaders in self-perception, as evidenced by the fact that superior's and subordinate's description of behavior of an individual leader agree better with each other than a self-description

There seems to be definite relationships that have not many different leader types and lack so leadership might be a leader in one situation and a follower in another. Some of the leader-types of interest to this study are Creative, Informed, Analytic vs. Conformist, Assertive vs. Submissive, Aggressive vs. Passive, and Face-to-Face vs. Indirect. The manner in which a leader gets a job done also will vary with the individual and with the situation. He may place primary emphasis upon rules (rules governing behavior) he may be additionally production-related and administrate all other objectives to the degree (or degrees) or be more sensitive of the role as primarily head of a group relatively with the main objective being that of leading members contributing as the part of such fulfillment.

Leadership studies at this state University's Extension Center have shown that leader behavior can be described reliably and quantitatively, and have indicated that perceptions of responsibility, authority, and delegation may be related to effectiveness of administrative performance. There seems to be some low validity of leaders in self-concepts, as evidenced by the fact that monitor's and subordinate's descriptions of behavior of an individual leader agree better with each other than a self-description

agrees with either. Another principle which has been drawn concerning leadership training is that results may be fruitless unless changes in behavior of those at the top also occur. Studies of group dimensions have indicated that the successful leader tends to risk his personal welfare for the group and operates so as not to indicate a feeling of being superior to group members except in larger groups where the followers accept more leader-centered behavior. Finally, the status attitudes of an individual appear to bear a direct relationship to his acceptance as a leader, and only limited progress toward leadership development can be made so long as extreme status attitudes persist.

Learning is generally considered to be evidenced by a change in behavior and increased ability to handle new situations. The process phases thereof consist of acquisition, retention, and transfer. Active participation usually results in better acquisition of skill or knowledge; retention is highest when there is a high level of understanding and when the learning involves increased ability to apply principles; and transfer occurs best when the new entity to be learned is presented in closest relationship to previous experiences.

Knowledge seems to operate on at least four different levels, the highest two of which involve evaluation and

agreed with either. Another principle which has been given considerable laboratory evidence is that results may be invalidated when changes in duration of some or the key elements, results of group discussions have indicated that the educational leader needs to give his personal feelings and the group and involved so as not to indicate a feeling of being subjective to group members except in larger groups where the feedback may be more leader-oriented behavior, finally, the values attached of an individual toward to have a direct relationship to his accomplishment in a leader, and only limited purposes behind leadership development can be made to long as various areas attributes persist.

Leadership is generally considered to be evidenced by a change in behavior and improved ability to handle new situations. The various places showed results of acceptance, relationships, and security. Active participation usually results in better acceptance of self or knowledge where this is highest zone there is a high level of understanding and when the leadership involved increased ability to apply psychology and therefore course look when the new ability is to learned to perceived in closer relationship to view other experiences.

Knowledge alone by course as it leads from different level, the highest top of which involve evaluation and

application to new situations. The primary objectives of education are to supply data for problem solving and to develop the ability required to evaluate that data and apply it meaningfully to new situations. Benne and Molinaro have offered the following summary of aims which an educational process should seek to satisfy:

> (1) Men of all groups, including other groups than "my own," are unique centers of thought and valuation and are potential contributors to my learning, as I am to theirs.
>
> (2) Human interests, attitudes and ideologies are learned and can be unlearned or reconstructed in learning -- intergroup collaboration and communication are necessary conditions of reconstructing attitudes that are group reinforced.
>
> (3) The quest for dependable meanings concerning a plurality of means and ends is at once man's most characteristic and hopeful activity; to assume that one knows the final truth or good is to put an end to this activity.
>
> (4) Power is best conceived as centered in effective human control over things and means through which things may be made to yield human satisfactions. The widening of power through the growth among men of common understandings, skills, and controls in managing their environment is a good to be sought. "Power" which obstructs this widening is "power" to be restricted and reeducated ...
>
> Where men differ, each may learn from an experience different from his own.[1]

These might be paraphrased to include the development of:

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[1] K. D. Benne and L. Molinaro, "Educative Use of Controversy," Educational Leadership, Vol. 8, March 1951, p.364.

applicable to any situation. The primary relationship of education are to enrich man's problem solving, and to develop the ability required to evaluate that data and apply it accordingly to any situation. Dewey and Bigelow have offered the following summary of ideas which an educational process should pass on society:

> (1) man of all groups, including other groups than "my own," are unique centers of thought and activities and are potential contributors to my learning, as I am to theirs.
>
> (2) human interests, activities and intelligence are learned and are to influenced in proportion as in learning — improving collaboration and communication are necessary conditions of removing prevailing attitudes that are group relationed.
>
> (3) The quest for dependable meanings involving a plurality of teaches and whole is at some man's most observations and hypothesis trying to answer that can known the final truth or good is to put in and to this activity.
>
> (4) Power is best conceived as centered in different human centered over things and persons through which things may be made to yield human satisfactions. The ability of power through the growth among man of common understanding, utility and controls in managing their environment is a good to be sought. "Power" which contribute this knowing to "man-ar" to be satisfied and reasonable ...
>
> Using man action, each may learn from an experience different from his own.[1]

These might be paraphrased to include the developments of

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[1] E. G. Bowen and L. Bigelow, "Relative Use of Experience," Educational Leadership, Vol. 9, March 1951, p.344.

(1) open-mindedness, (2) an appreciation of the influence of culture effects on man's responses, (3) self-perception, and (4) an understanding of the true nature of "earned power."

Many conventional teaching methods do not seem to satisfy the basic educational objectives adequately, particularly when applied to the study of human relations. A methodology which provides for learning through purposing, planning, doing, and evaluating, and which involves a student-centered approach would seem to offer better chances for effective learning. Such a process should develop insight[2] and appreciation for others' contributions, and should offer a more direct route to better understanding of human responsiveness. Axelrod has offered a summary of the gains which can be realized from the student-centered approach in the following list of major aims of the group discussion method:

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[2] Gordon's conclusion on this question is pertinent: "It seems that with more and more certainty, we can predict that when people are faced with a non-threatening, non-evaluative, and accepting situation in which they gradually learn they can take responsibility for their own development, they gradually begin to feel it is secure to explore themselves and to accept things about themselves which then lead to changes in their self-concept," From Carl R. Rogers, Client-Centered Therapy, (Boston & New York: Houghton Mifflin Co., 1951), p. 223.

(3) mood-stabilization, (4) the appropriateness of the influence of relative efforts on man's consciousness, (5) self-perception, and (6) an understanding of the first nature of "natural law-ma."

Many conventional behavior methods do not seem to satisfy the basic educational objectives adequately, particularly when applied to the study of human relations. A methodology which provides for learning through participation, dialog, and evaluation, and which involves a student-centered approach would seem to offer better opportunities for effective learning. Such a process should develop insights and appreciations for others' contributions, and should offer a more direct method to refine understanding of human responsiveness. Analysis has offered a summary of the gains which can be realized from the student-centered approach in the following list of major aims of the group discussion method.

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[2] Maslow's conclusions on this question is pertinent: "In normal life with work and cory activity, we can predict that when people are faced with a non-threatening, non-evaluative, and encouraging situation in which they feel safe, there they can take responsibility for their own development. They gradually begin to feel it is up to them to explore themselves and to accept things about themselves which they had to change in order self-respect." From Carl R. Rogers, Client-Centered Therapy, (Boston: A New Year, Houghton Mifflin Co., 1951), p. 493.

To make students aware of a given problem and of its significance.

To make students aware of the considerations which must be made in order to arrive at a solution to the problem.

To require students to think through the problem and work out a solution which, in class, they will be prepared to present and defend.

To give students the opportunity to present the solution which they have worked out, to argue in its support and to answer objections to it; and to encourage them to modify their original solutions in the light of those objections and in the light of other proposed solutions.

To enable students to see through the modifications they find themselves forced to make, how their original thinking on the issue has been inadequate and where the inadequacies lie.

To teach students, through actual practice, the art of discussing an issue with others on a rational basis; to give them practice in interpreting accurately another person's position and in evaluating that position soundly; to inculcate in them the attitude that the best solution (even if it is an opponent's) is a greater end than victory in an argument.[3]

Many educational and military leaders have concluded that leadership can be taught and that certain principles of human relations can be useful in the leader's fund of knowledge. For this teaching it appears that a technique is needed which places emphasis on the scientific method of reasoning and the development of insight and problem-solving ability.

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[3] Joseph Axelrod, "The Technique of 'Group Discussion' in the College Class," Journal of General Education, Vol. 2, April 1948, p. 237.

To make discrete sense of a given problem and of its significance.

To make students aware of the considerations which must be made in order to arrive at a solution to the problem.

To require students to think through the problem and work out a solution which, in close, they will be prepared to present and defend.

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To enable students to see through the sophistions they find themselves forced to make, how their original thinking on the issue has been inadequate and where the inadequacies lie.

To teach students, through actual practice, the art of discussing an issue with others on a rational basis; to give them practice in interpreting accurately another person's position and in evaluating that position accurately; to invalidate in them the attitude that the best solution (even if it is an opponent's) is a process and then victory is an argument.[3]

Many educational and military leaders have concluded that leadership can be taught and that certain principles of human relations can be useful to the leader's cause of leadership. For this teaching it appears that a technique is needed which closely compares as the scientific method of reasoning and the development of insight and problem-solving ability.

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[3] Joseph Lesikar, "The Technique of 'Group Discussion' in the College Class," Journal of General Education, Vol. 2, April 1948, p. 227.

The case method of instruction provides the opportunity for a student-centered approach which encourages maximum participation in the learning process and which can successfully develop insight and ability to employ the scientific method in the solving of problems. It can be developed along either inductive or deductive lines, but there seems to be good justification for employing a combination of the two in the handling of cases. As a teaching technique, it is peculiarly applicable to a study of the interactions between people, for in the very act of freely participating in discussions concerning true-to-life case characters, the participants are engaging in human relations and learning how to work together toward a common objective. In this manner, substantial success is achieved in the softening and amelioration of status-bound attitudes, prejudices, and narrow-minded closures inherent in an individual's mental make-up. When the nature of the bureaucratic and institutional tendencies which strongly influence the development of the military mind are studied, one is led directly to the conclusion that a contrasting developmental influence is essential if the military organization is to achieve its ultimate desired effectiveness. As Gordon has said, "Actually the question is not whether the group members <u>or</u>

the leader can make the soundest decisions for a group. It is whether the leader without the group members can make better decisions than can the total group *including the leader*."[4] Since the case method has produced positive results when used as a counter-bureaucratic stimulus, it definitely follows that its use as a technique for leadership development should have valuable potentiality.

Conclusions

Findings deduced from this study seem to support the following conclusions:

1. There is no explicit formal policy in the United States Navy which specifies methods to be employed for the development of leadership in officers.

2. There is a need for a formal program of leadership development for officers of the navy which continues to increase with each new increase in the complexity of modes of warfare.

3. The conventional close-order concept of military training should be re-examined in the light of the greater need for the self-starting characteristic of a military man in the armed forces of today.

4. A new concept of leadership development should be

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[4] Rogers, *op. cit.*, p. 343.

the Judge can deny the somewhat desirable Top 3 option. It is whether the Judge without the group members yet made better decisions than the total group [illegible] Jurisdiction [illegible] Jurisdiction.[4] Since the only method has provided positive results when used in a country-[illegible] situation, it definitely [illegible] that its use in a [illegible] development should have [illegible].

Conclusions

Problems deduced from this study which seem to suggest the following conclusions:

1. There is no explicit formal policy in the Yukon that any [illegible] particular method is to be adopted for the development of jurisdiction in [illegible].

2. There is a need for a formal [illegible] of jurisdiction for citizens or the body which [illegible] in [illegible] with [illegible] in the [illegible] of [illegible] [illegible].

3. The [illegible] citizen-order [illegible] of [illegible] [illegible] to [illegible] in the light of the [illegible] [illegible] the [illegible] [illegible] of [illegible] in the [illegible] of [illegible].

4. A [illegible] of [illegible] development should be

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[4] [illegible], op. cit., p. [illegible].

adopted which produces a type of followership which evidences a self-inspired acceptance of military command as a means to an end, and results in a creative type of leadership which is based on two-way communication and a scientific rather than a stereotype trend of mind.

5. A dynamic concept of leadership, constituted of a number of variables such as, the leader, the led, the situation, and the emotional, psychical, and cultural influences, should be utilized in the formulation of criteria for a leadership development program for naval officers.

6. A leadership development program should consider that there are different leader-types, different manners in which a leader may get a job done, and that the leader in one situation might be the follower in others.

7. There is a need for training of leaders in self-perception, understanding of human relations, appreciation of the influence of status and culture influences on human responsiveness, and in the art of objective problem-solving through the use of the scientific method.

8. Leadership can be developed in some individuals, and for most of these a technique which employs a student-centered approach in a non-threatening, non-evaluating atmosphere may be most effective.

charged which produces a type of [illegible] which gives [illegible] a well-disposed assumption of military command do a manner he did not, and results in a creative type of leadership which is based on [illegible] communication and a [illegible] its [illegible] than a [illegible] based on [illegible].

5. A dynamic account of leadership, [illegible] as a member of [illegible] such as, the leader, the led, the situation, and the environment, [illegible], and [illegible] [illegible], should be utilized in the formulation of [illegible] for a leadership development program for naval officers.

6. A leadership development program should [illegible] [illegible] and different leader-types, [illegible] [illegible] which a leader may use a job done, and that the leader is an [illegible] [illegible] in the [illegible] to [illegible].

7. There is a need for training of leaders in [illegible], [illegible] of human [illegible], [illegible] of the [illegible] of [illegible] and [illegible] [illegible] [illegible], and in the act of [illegible] [illegible] through the use of the [illegible] method.

8. Leadership can be developed to some [illegible], and for some of these a [illegible] with [illegible] a [illegible] [illegible] for a [illegible], [illegible] [illegible] and to [illegible] [illegible].

9. The case method of instruction provides the opportunity for student-centered teaching with maximum participation. It can successfully develop insight and problem-solving ability, and it is peculiarly applicable to the study of human relations.

10. The case method possesses substantial potentiality as a technique for the development of leadership in officers of the United States Navy. It offers strong possibilities of being a successful procedure in a majority of cases for the development of self-insight, objective problem-solving ability, ability to accept the contributions of others toward the solution of a mutual problem, and the ability to reduce the detrimental influences of the bureaucratic mind.

Recommendations

As a result of the findings and conclusions drawn from this study, the following recommendations are made:

1. That the Navy Department continue the sponsorship of studies and research in the field of leadership, but that a larger portion of the effort be expended in applied research and less on pure research; that studies such as the one which produced Personnel Administration at the Executive Level[5] be integrated with research such as that being done

[5] Personnel Administration at the Executive Level (Annapolis: United States Naval Institute, 1948), compiled under the editorship of the Management Engineer of the Navy Department.

9. The same method of Sociometrics identifies the leadership for students-teachers requiring role-playing activities. It can demonstrate certain insight and perceptiveness ability, and if it positively indicates so the study of human relations.

10. The open method increases motivational potentiality as a workshop for the development of leadership is without of the design course study. It affords varied possibilities of using a measurable procedure in a relaxing or common for the development of self-training, motivative participative ability, ability to locate the constituents of problem and the relation of a school problem, and the ability to value the activeness tolerance of the interpersonal role.

Recommendations

In a study of the findings and conclusions based from this study, the following recommendations are made:

1. That the study regarding leadership the dynamics of variance and overweek in the field of leadership, be made a larger portion of the course to expected to qualified students and that in this manner, that student may be the one who is practiced [illegible] of the leadership level[3] by designated with students such as that being done

[3] Leadership Administration as the Discipline Level (Lecturer Spring Course Level Institute, 1970), emphasis on the activeness of the Management Objective of the study Conference.

by the Personnel Research Board at Ohio State University and with more limited studies such as this thesis represents, to the end that maximum productive value be realized at the operating level.

2. That a comprehensive job analysis be accomplished, under professional guidance, of all officer job-types within the naval establishment, with the results being expressed in a form that will aid in the formulation of criteria for the training of officers.

3. That the case method of instruction be comprehensively evaluated under navy contract, with particular emphasis on its potentialities as a possible technique for the development of leadership in naval officers.

4. That, if the results of the study proposed in recommendation number 3 are positive, the case method program proposed in chapter VI of this thesis be carried out by the navy.

5. That a formal policy regarding leadership development of officers be prepared and promulgated by the Navy Department, and if recommendations 3 and 4 are carried out and prove successful, that the case method be adopted for implementation of this policy.

by the Treasurer therefore based on this fiscal philosophy and into some logical sequence such as this should improve results. So the end that maximum productivity value be realized at the operating level.

2. That a conservatory for analysis be established, under professional guidance, of all efforts jai-alpai within the armed establishment, with the results being reproduced in a form that will aid in the formulation of objects for the leadership of officers.

3. That the same method of instruction be reproduced which evaluated value every morning, with instructions should be its continuation as a practice throughout the development of leadership in armed efforts.

4. This, if the results of the study proposed in recommendation number 2 are satisfying, the same method proposed in chapter 2 of this thesis be adopted by the navy.

5. That a formal policy regarding immediate operations of officers in operations be promulgated by the Department, and if recommendations 2 and 4 are adopted and given consideration, that the same method be adopted for implementation of this policy.

APPENDIX A

Excerpts from a letter dated April 15, 1952, to the author, from Karl A. Boedecker, Department of General Business, Michigan State College:

I know of no writings which will resolve the conflict between "free" and "determinate" case study methods. Actually some of the Harvard Staff members are quite determinate in their teachings even though they employ cases in a rather complete case study environment. As you well know, the mere embracing of the case method does not guarantee that the instructor will not act in a determinate or authoritarian manner. My own great struggle is to act less determinatively in the classroom. I feel that I am making progress, but only as I constantly, day to day and term to term, review what I have been doing as a teacher.

When I try to think about the principles of human relations, I get lost. (I, too, teach a course based on The Administrator). I cannot honestly rely upon any principles as bases for action. I have started with the Golden Rule and the Ten Commandments and worked toward such ideas as "two-way communications" and "keeping everybody informed." For some unexplainable reason I seem to be quite skeptical about learning and applying principles of human behavior.

Recently, therefore, I seem to have lost interest in principles. I am much more concerned with developing my own capacities to sense and define a problem situation. I seem to be able to get things done quite free and clear of principles if only I can get a grasp of what is happening in a situation - who are the persons concerned, what are their feelings, what are they doing to one another, are they saying what they mean, what assumptions are they basing their actions on, what is the meaning of the words they are using, etc.?

Of course, I draw on my experiences, but I do this after I have a grasp of what is going on. The danger of applying principles is that I sometimes try so hard to force the situation into my principle concept. This often has led me into difficulty.

I should like to comment on using case material to develop military leadership. For me, cases represent one way

APPENDIX A

Excerpts from a letter dated April 13, 1970, to the author, from Earl J. Hamaker, Department of Anatomy Indiana State University

I know of no written words that will convince the sceptics between "true" and "determinate" case study methods. Actually some of the learned itself methods are quite interchangeable to their teachings even though they really serve in a rather complete case study environment. As you will know, the real problem of the case method does not guarantee that the researcher will not be a determinate or selectively-biased worker. My own great struggle is to try hard determinatively in the classroom. I feel that I am making progress, but only as I consistently, day to day can learn to have, better than I have been doing so a teacher.

When I say to think about the principles of human relations, I get lost. (I, too, teach a course based on the identicality) I cannot honestly say that my principles are right for action. I have experimented with the Bales Index and the Tau Communicate and varied tested such ideas as "the-why relationships" and "helping everybody interested." The same correlations results I seem to be quite stereotypical about helping and applying principles of human behavior.

Honestly, therefore, I seem to have lost interest in principles. I am quite sure concerned with developing my own principles to assess and define a problem situation. I seem to be able to get things done quite quite and alert of principles if only I can get a grasp of what is happening in a situation — the way the persons communicate, what are their feelings, what are they doing to one another, and they saying and their work, what assumptions are they making and what is the meaning of the words they are using, etc.?

Of course, I have an my experiences, but I do take care I have a grasp of what is going on. The danger of applying principles is that I sometimes try to have to force the situation into my principle message, this often has lot me into difficulty.

I should like to comment on using case material to develop utility immediately. For me, cases frequently are my

of getting the job done. And the job as I see it is one of developing the sensitivity of persons in positions of authority. I am not sure that all authority is "bad." The kind we seem to resent is that which is insensitive to our feelings about ourselves, our positions, our beliefs, our suggestions.

I think sensitive leadership can be developed and encouraged. That development is probably related to helping men learn how to see and hear. By that I mean exactly what I say. Many persons live in a state of semi-ignorance not because they are stupid but because they have underdeveloped capacities to recognize objects and to hear sounds. Use of all the senses is basic to finding out or learning. And I do not see how we can have effective leadership in any situation until we have leadership which is capable of informing itself of the facts, i.e., about what is going on in a human situation. Beyond that is the whole question of what a person will do with a particular set of facts. But the starting point in any judgmental situation seems to me to be one of discovering that information which can be discovered within the limits of time, money, and energy. Usually this will be something less than the complete information which is desirable, and so we begin with more or less difficulty at the very outset.

I feel, at this point in my thinking, that there are several learning methodologies which may force a person to develop his senses. Any of these may, perhaps, be useful for encouraging leadership capacities. The use of cases happens to be a handy methodology because case material is readily available and the cases can be more closely related to leadership contexts. I have observed naval officers use cases, and I believe they developed into better officers because of their experiences.

Another, perhaps too obvious point which we seem to overlook in our haste to train students - and perhaps officers - is that we cannot significantly alter in six weeks or even six months personalities which have been developing in various social environments for 20-30-40-50 years. We should not, therefore, get discouraged because a military officer does not overnight turn into a skillful human relations expert. It seems to me we all need patience in addition to enthusiasm and stimulating methods.

of getting the job done. And the job as I see it is one of developing the sensitivity to persons in positions of responsibility. I am not sure that all responsibility is "bad." The kind we seem to mention is that which is irresponsible in our institutions, our practices, our policies, our values, and our problems.

I think sensitivity toward'd be improved and encouraged. That development is probably related to helping men learn how to see and hear. By that I mean exactly what I say. Many persons live in a state of semi-hypnosis and because they are caught in it because they have manufactured negativity to immediate objects and to non-humans. One of all the reasons is being to stimulating and to learning. And I do not know how to see or hear effective behaviorally in any situation until we have learned how to observe of behavior. Perhaps what is the basic question or what a person will do with a particular set of facts, but the starting point in any informed situation seems to me to be one of discovering that information which can be observed and which the limits of time, money, and energy. Usually you will be operating from what the employer information which is available, and so we begin with what we have differently at the very outset.

I feel, at this point in my teaching, that there are several learning methodologies which may lead a person to develop his answer. Any of these may, perhaps, be useful for encouraging landmark explicitness. The use of these happens to be a basic methodology because that potential is really available and the answer can be more closely related to institutional concerns. I have observed many actions and values, and I believe they developed into better citizens regardless of their experiences.

Anyway, perhaps the original point which we seem to have overlooked in our talks to date relating — and perhaps it's — is that we cannot significantly alter in the role needs or even its assumed responsibilities which have been developing in various social environments for 20-25-30 years. It should not, therefore, pick individuals because a military civilian does not immediate have a specified human relations. It seems to me we all need patience in addition to endurance and attributing methods.

APPENDIX B

Excerpts from chapter XV of a forthcoming book on Executive Development by Dr. John W. Riegel, Director of the Bureau of Industrial Relations, University of Michigan, Ann Arbor, Michigan:

The Discussion of Cases

Realistic cases from outside a company can be discussed frankly by its executives who know that their criticism is not directed at any associate or his department. On the other hand such cases may not be as interesting to the executives as some taken from its own experience. If the purpose of the discussion is to illustrate and emphasize a specific line of action which is to be followed in the company a case from its experience would seem to be needed. The members of the conference can then fill in the background. Their conclusions can be drawn sharply and may be endorsed by the management for situations of the type outlined. In this use it is necessary to guard against undue generalization on the basis of a single case if the procedures should be adjusted to meet changing circumstances.

Where the discussion of the case is primarily for the exercise, the source of the case is not particularly important. The main question then is whether the case provides a good project.

A common sequence in the use of a case for man-development purposes is to ask what in essence is happening in the situation and what the major issues are, what conditions and actions have caused the situation, what should be the aims of the responsible executive in trying to improve it, what methods of treatment could well be employed, and what the outcome of each would probably be. After this weighing and sifting process there can be a thorough-going discussion of the favored method. The participants can attempt to outline its several steps in proper order, and to answer a number of pertinent questions, such as when, where, how and by whom each step is to be taken. Although such thorough-going consideration of a specific case is time-consuming, it can be a valuable personal experience since it requires analysis, the exercise of judgment and the formulation of specific plans.

APPENDIX B

Developing Cross-Employer XP as a Marketing Tool in Business Development by Dr. Dyne W. Edgell, Director of the Bureau of Industrial Relations, University of Michigan, Ann Arbor, Michigan

The Principles of Change

Realistically speaking from within a company one can be directed directly by the executives who know that their activities is not directly or indirectly or not impressed. In the other hand that such action may not be interesting to the employees or even turned down for the one reason. If the practice of the dissemination of the differential and adjustment is specific item of action which is to be included in the company's a new form the adjustment would come to the market. The meeting of the employees can then fill in the problem. Their administrator and be about strongly and may be concerned by the management for activities of this type activities. In order can it is necessary to point against some principlities in the form of a single case if the problem there should be adjusted to some changing circumstances.

Under the circumstances of the case come to indentify for the executive, the nature of the case is not particularly important. The well question then is whether the case represents a good problem.

A common response in the use of a case for cross-development purposes is to ask what is common in important in the situation and what the major issues are, what should the time of the responsible executive be trying to improve it, what methods or important could well be employed and what the outcome of such would probably be. After this analysis has taken place the executive would be in a strategic-decision-making position of the overall system. The participants can attempt to solution or concept which is proper-actions, and be ready a method or problem questions, such as when, where and for what cost they are to be taken. Although such theoretical-model administration of a specific case is time-consuming, it can be a valuable personal experience when it requires analysis, the knowledge of judgments and the consideration of specific plans.

Values of Case Discussion

We turn now to a number of values which can be derived from well-conducted discussions of business cases. First we can mention the exercise of thought-processes which are often used by executives. We refer to the "observation" or detection of the important causes of a problem, to the critical appraisal of them, and to plan-making. More specifically, a case as a teaching medium requires the perception of the issues involved in the situation and its causes, insofar as those can be identified from the record. It requires the critical appraisal of the causes and of the proposals for correcting them. It requires plan-making in that the learner is asked to project a specific program of treatment.

Each participant subjects his ideas, attitudes and proposals to the critical examination of his associates. This experience, assuming that there is give-and-take among the individuals, may show him that he has biases, and that he favors aims and methods which are not approved by others in the group. He then may try to change in view of the reactions caused by his statements.

Some executives regard problems in fields other than their own as relatively simple. Yet the executives in those fields regard the same problems as complex and baffling. The major reason for the difference is that the first group doesn't understand the work of the second. A good case relating to the field should reveal some of the difficulties there. The participants thus are led to realize that problems in other fields than their own are not simple, and are not to be disposed of by superficial consideration and treatment.

Also the consideration of individual cases reveals the many variable factors involved. It puts a man on guard against generalizations and against attempts to reduce the treatment of any type of business problem to a rule or so-called principle. Such a rule could do more harm than good by over-simplifying the issues and promoting the idea that the particular situation does not need to be explored.

The consideration of business cases also emphasizes the probability that several points of view should be taken in studying any situation and in trying to devise a suitable treatment for it. This value of case discussion is evident in cases pertaining to management - employee or management-union relations, in cases dealing with buyer-seller relationships, and in cases pertaining to debtor-creditor relation-

In lower men to a number of values which can be derived from well-constructed characterizations of business cases. First we can analyze the exercise of thought-process skills which are often used by executives. In order to the "elementalize" or dissection of the individual issues of a problem, in the verbal-ist logical of view, and to plan-making. More specifically, a case on a training method requires the participation of the issues involved in the situation and its causes, therefore so those are be identified from the record. It requires the written appraisal of the status and of the importance for correcting them. It requires plan-making in that the issues or is asked to prepare a specific program of development.

Such practitioner methods are taught, statistics and problems to the initial consideration of his immediate. This approach, assuming that there is give-and-take among the institutions, may show the than be has blamed, and that the causes and methods which are not approved to others in the group. It does not for to change in view of the recommendations issued by his statements.

Some executives regard problems in fields other than their own as relatively static. But the experiences in these fields require the same problems as engage our activity. The major reason for the difference is that the first group doesn't understand the work of the second. A good case-listing in the field should reveal some of the difficulties there. The participants then are led to realize that problems in other fields that their own are not simple, and are not to be discussed or by superficial consideration and treatment.

Also the consideration of individual cases presents the many variable factors involved. It plays a role to guard against premature generalizations and against attempts to reduce the problems of any type of business problem to a rule or formulation practicable. Such a rule would do more harm than good by overstimulating the issues and preventing the line that the practitioner attention does not need to be employed.

The considerations of business cases also emphasizes the possibility that several points of view should be taken in analyzing any situation and in trying to derive a solution suitable for it. This value of case discussion is without in case particular to management - employee or management-union relations. It cases dealing with buyer-seller relationships, and in cases pertaining to dealer-creditor relations.

ships. The same value can be derived from cases pertaining to interpersonal problems among managers themselves.

Case discussion reveals the many interpretations that executives themselves will put upon a given narrative. These reactions show that the individuals are giving different meanings to the statement or failing to notice other items clearly presented there. The experience shows that different individuals are sensitive to and interested in different types of things. Their reactions reflect their experiences. These differences warn a discerning participant against the assumption that others share his views completely. The discussion in a conference, whether focused on a case or on other topics, also shows how the members react to the statements made in the group. This shows the alert members how to participate in a discussion with a view to informing and persuading the other members.

The discussion of a case may reveal a consensus regarding its treatment. This may have a disciplinary effect upon the individuals who have taken extreme and untenable positions in the discussion.

Finally there should be mentioned the example which can be set by the conference leader himself. A highly competent conference leader reveals skill in encouraging expression and in guiding the consideration of each case. He sets an example of tolerance, orderly thinking, clarity of expression, and even-handed treatment of all of the participants. This is a valuable example for executives who themselves often conduct conferences.

Some persons have criticized the use of cases as unduly time-consuming. Their argument is valid if they are viewing cases as means to communicate ideas which are meaningful to the learners without illustration. Direct statements serve much better for that purpose. On the other hand, cases can serve to illustrate an idea or a procedure when that is necessary. They can describe it in operation in a typical setting, and they can narrate the development of the consequences of specific actions. This rich illustrative use of cases can well justify the time required to study them. The question really turns on the learner's need for the illustrative material. We have seen, however, that the use of cases for communication of ideas and information is not their unique and most significant use. More importantly they can be means for stimulating and requiring the exercise of analytical and constructive thought. In this use the objective is the development of people. When critics argue against the use of cases because they "take too much time," these critics

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probably are thinking of the illustrative and informative services of cases rather than their truly educational uses. Those do take time, and necessarily so.

Some Limitations of Case Discussion

Perhaps the major limitation of case consideration and discussion by practical men is that the entire procedure is on an intellectual and verbal level. Even though the foregoing values are recognized, it is still true that the activity of the group stops short of performance. Members may show themselves to be good analysts and even good plan-makers in these sessions but they may not be good executives or administrators when actually faced with real issues and the necessity of taking appropriate action.

A second limitation of this discipline is not so serious. It grows out of the fact that a case is not an actual situation but a report of an actual situation. Those who would learn from it must interpret and react to a record, whether written or spoken. The actual individuals are not there, the actual setting is not there, and many of the signals which help experienced executives to understand a situation are not actually in operation. This fact explains some of the differences in their interpretations, their analyses and their recommendations with regard to the same transcript. The same words mean different things to these individuals. This difficulty seems to be inherent. A company cannot provide a real situation on schedule at a particular place for purposes of instruction. Perhaps the best that can be done is to provide a report, possibly a well-illustrated one, of the development of an issue or situation which required administrative decision and action. Methods of presenting such situations are being improved. Motion pictures, still pictures, dialogues on records and other devices are being used to convey as much as possible of the situation to the members of the discussion group. However, it still remains true that the members are reacting to a transcript rather than to reality, and therefore the exercise, so far as observation and detection of "signals" is concerned, is somewhat abstract.

Another governing factor is the ability of the available conference leader. He should be fully aware of the uses and limitations of the technique of teaching by the case method. He should see its most significant value to be the development of the intellectual powers of the members of his group. He should, of course, realize the dangers of pat solutions

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[illegible] of [illegible]

[illegible]

[illegible]

[

and of generalizations on the basis of a single case.

Since case discussion focuses on the transcript or record of a real situation there can be identification of individuals with it. Also feelings are stirred by the clashes of opinion as regards goals to be reached and methods of treatment. The discussion leader should be alert to strains of this kind in the group. He may divert the discussion at times to relieve the tension. In time, case discussion can promote toleration of the other man's opinions and their objective consideration. It can modify extreme positions, dispel unwarranted assumptions and correct biases held by the participants.

A leader may ask the members to answer in writing a few basic questions about a case. These can be turned in without identification. The answers may reveal important differences of opinion. Several may be quoted to stimulate discussion at the outset. The procedure does require independent thought and it gets most of the members to express opinions.

The leader should not permit a drawn out argument wherein each of the contestants wishes to establish the superiority of his ideas. The leader can interrupt such an argument by pointing out that each man has had an opportunity to state his views fully and that the exercise in studying and discussing the case is of more value than agreement on a solution. He can point out also that probably several lines of action could prove successful in the particular situation.

APPENDIX C

Excerpts from a letter, dated February 6, 1952, to the author, from T. G. Newton, Director of Training, Armstrong Cork Company:

In the early days of Supervisory Conferences which started back around 1938 on a formal basis, we started to use the case method. While there was a considerable amount of presentation, we did attempt to use as many case examples for discussion as possible. In 1940, we put together a silent film for use with a written commentary to tell the story of a problem employee. The film contained no answers and was used entirely as a vehicle for group discussion in supervisory conferences. The results we gained from it made us even more confident that we were on the right track. Then for a time, we used recorded case discussions, and they too were very helpful.

After the war, there seemed to be a realization in the organization that we needed to do more in the way of human relations training for supervisors. We felt there were four factors which should be given a great deal of weight. First, there is no one given set of principles which, if followed, will make a person master in handling human relations problems. No two cases are ever the same and therefore there is never one right answer to any particular case. Second, the problem of getting good human relations does not lie entirely at the first level of Management, but extends through all levels of Management, each of them being equally important in the problem. Third, people seem to learn a great deal more from the discussion of specific cases than they do from a discussion of theoretical principles, and therefore the presentation of psychology to management people does not seem to be the right answer. Fourth, this whole problem is one of building attitudes and constant repetition is required if attitudes are to be changed.

The program we finally developed consisted of twenty-four actual human relations case problems selected from our organization. Each of these problems is presented in a sound slide-film giving no answers. These cases have been discussed throughout the organization by supervisors in the

various ways. Levels included work from skill forecast through vice President in charge of manufacture.

It was our hope during this program that people qualifying would develop their ability to appreciate human relations problems. By using the case method they had the opportunity to investigate policies and have their own conclusions challenged. While we have no direct way of evaluating the results of the program, we feel that some good was accomplished. We think of the program as just being another step toward the ideal in human relations which we are all seeking, certainly a goal which is unattainable. On the whole, I think the interest of business in this program has been remarkable. It certainly has provoked more than any other program of its kind we have used heretofore.

We have had several officers here for training in industrial government and personnel work. These men have made this program have been quite enthusiastic over its application to the military. Many are now interested in the importance of the long as the part of a civilian educational advisor in the program, but I do not believe any direct action has resulted. The principle, I do know, has its utility and is good strategy. It would be necessary to make or material based on problems drawn from military situations. I am sending you a copy of the leaflet issued by the Civilian Skill Work Program, which has distributed these films. It may have been quite issued at the number of industrial and schools which have purchased the material where it has been made available generally.

In the meantime, we are considering somewhat seriously the introduction of a case program based at general foreman and superintendent level. There are certainly the war and third management level by the supply employee. If our plans materialize, we will undoubtedly use the method approach and leading some of their cases revised.

APPENDIX D

Excerpts from Armstrong Cork Company memorandum "Training for the General Foreman and Superintendent Level in Company A," dated March 18, 1952:

.... The tentative conclusion was that the case method was ideally adapted to the problem at hand, that perhaps the objective set could not be quite as specific as contemplated. In other words, it would not be realistic to just try and train management people in delegation and in the art of consultation only. Rather, it is believed necessary to give men a broader concept of administrative practices and of the general human relations field, hoping that as a result better delegation and consultation would result since the cases would be selected with that objective uppermost in mind. Another conclusion reached was that a pilot group should be selected and given the training in order to get some kind of evaluation of the results.

It was concluded that the matter would be presented to the Plant Managers' Meeting to be held in April. The vice president in charge of manufacture will outline the basic problem and then a plan of training will be recommended to the plant manager. It was further agreed that a discussion of one case tentatively selected for the program will be held using all members (male) of the Personnel Department at the general office. A second trial group may be formed by including staff persons reporting direct to the Vice President in charge of manufacture. The director of training and organization engineer are now in the process of selecting the exact cases to be used. They are contemplating a report for use at the Plant Managers' Meeting along the following lines: (To be discussed with the vice president in charge of manufacture, general personnel manager, and division vice presidents in advance.)

Training Plan

Purpose

The purpose of this training plan if fourfold:

APPENDIX B

Excerpts from Lieutenant Cook's Company memorandum "Trials-
Use for the Student Foreman and Superintendent Level in
Company A," dated March 28, 1950.

.... The basic question underlying was what has been method
was logically adopted to the problem at hand. Each problem the
objectives and ability was to qualify to operation as qualifications.
So. In other words, it tends not be evaluated by just how
and tests management people in selection and in the art
of coordination only. Instead, it is believed necessary to
give one a broader concept of administrative problems and
of the general human relations field, hoping that in a be-
ndir review indication and consideration would result which
the cause would be balanced with that objective approach
in mind. Another consideration involved was that a plant group
should be activated and given the feeling in order to get
some idea of evaluation of the results.

It was considered that the method would be produced in
the final analysis' meeting so be held in April. The view
presented in charge of conferences will medium the basic
problem and then a plan of training will be recommended to
the plant manager. It was further agreed that a discussion
of the usual basically informal for the journey will be
made mainly all members (with) at the previous department
as the general office. A second trial group may be formed
by including small jurisdiction supervising direct to the plan from-
been in charge of conferences. The directors of training was
organization engineer and one in the process of selecting
the usual method to be used. They are considering a new
pers for use of the Plant Foreman's Training along the (al-
lowing) lines. In discussion with the plan problems in
charge of conferences, general personnel manager, and dire-
ctor with problems in attendance.)

Training Plan

Purpose

The purpose of this training plan is therefore

1. To promote realistic thinking on problems of administration, particularly emphasizing the concepts of delegation and consultation.

2. To challenge present assumptions on administrative practices to determine if evidence will sustain them.

3. To perceive the effect of some administrative practices on those supervised, and

4. To increase the capacity of the individual to work with others.

Content

Approximately ten case studies of actual business situations involving administrative practice will be analyzed. Several cases contained in the text, "The Administrator," will be used as well as some from other sources. They will involve a variety of situations and problems and different levels of management. Their analysis will be directed at two prime questions in each case, (1) What do you perceive to be the core of this problem if there is one in this case? (2) What measures and by whom seem to offer the most lasting solution?

The case approach has been chosen because an understanding of administration comes through experience rather than through the preachment of principles which may or may not apply in a given situation. Skill of analysis of the situation is desired versus the parroting of principles and generalities.

Membership of the Group

The group of 20 persons will be composed of a typical cross section of superintendents, general foremen, and a few shift foremen, together with a few representatives of units, such as Research and Development, Controller's Department, etc. The exact membership of the pilot group will be recommended so that it will be composed of men with differing management philosophies. Individuals will be invited to join the group and acceptance is strictly voluntary.

1. To promote mobility, training on prevention of victimization, particularly emphasizing the concepts of delegation and responsibility.

2. To minimize present disparities in adjudicatory procedures to determine if injustice will result.

3. To protect the privacy of some defendants, and

4. To increase the security of the judiciary in their vital objects.

Outlook

Hypothetically the last stability of moral institutions crime lawyering constitutionally questions will be resolved. Several cases mentioned in the text, "The Administrator" will be used as well as some from other sources. They will involve a variety of situations and problems and interests levels of responsibility. Their analysis will be directed at how crime questions in each case, (1) what is the prevailing law in the area of jurisprudence if there is one in this case? (2) what measures and by whom need to affect the best interest of the administrator?

The case approach has been shown because in addition of administrative-like cases certain substantive problem through the criminal of jurisprudence which may be may not apply in a given situation. Still of analysis of the attorney in control woman the potential of jurisprudence and possibilities.

Summary of the Study

The study of no persons will be conducted of a typical social institute of jurisprudence, general freedom, and a few state factors. Together with a few representatives of units, such as federal and jurisdiction, jurisdiction in particular. Also, the state jurisprudence of the city study will be considered as that it will be required of man with different analytical philosophies. Individuals will be invited to join the group and participate in virtually voluntary.

Time and Place

This training will be conducted in the general office with personnel from nearby plants starting on a Sunday afternoon and ending on the following Friday afternoon. This location has been designated because; (1) different points of view than are found in one plant are desired, (2) freedom from operating responsibilities is required for concentration on the training, (3) an intensive schedule is required to get the desired change in point of view and such scheduling is not practical in any plant with one possible exception, (4) instructors skilled in the case method are required at the outset.

Instructors

The director of training assisted by the organization engineer will be the instructors for this program.

Date to Begin

The tests of this program with the pilot group will begin within 30 days after acceptance of the plan by the plant managers involved.

Evaluation of the Test Group

One hour will be reserved at the end of the last day of the program for the purpose of evaluation. The production managers together with the vice president in charge of manufacture will meet with the group during this period without the instructors present. It will be their responsibility to evaluate the program through asking any questions they wish to propose to the group. On the basis of this evaluation, a decision will be made to extend or discontinue this training plan.

Time and Place

This training will be conducted in the general office with personnel from various plants attending on a Tuesday afternoon and ending on the following Friday afternoon. This location has been deliberately selected (1) difficulty exists of what team are found in the plant are doubtful, (2) from-the-top supporting responsibilities is required for commencing on the training, (3) an informal atmosphere is required to get the desired change in point of view and also commencing in any practical in the plant with the possible exception, (4) instructors existing in the same method use employed at the center.

Instructors

The directors of training assigned by the representation employer will be the instructors for this program.

Who to Train

The level of this program with the plant group will begin within 12 days after acceptance of the plan by the plant managers involved.

Evaluation of the Year Group

Our body will be measured as the end of the last day of the program for the purpose of evaluation. The evaluation team members involved who the where presently in charge of instructions will meet with the group during this period without the instructors present. It will be their responsibility to evaluate the program through asking any questions they wish to present to the group. In the basis of this evaluation, a decision will be made to extend to this program this training plan.

APPENDIX E

Excerpts from a letter dated January 31, 1952, from W. R. G. Bender, Manager, Personnel Research Section, Employee Relations Department, E. I. du Pont de Nemours and Company:

> We do not have a formal program in operation throughout the two hundred odd units of our Company in connection with so-called "executive development." In other words, any means employed in the development of supervisory-administrative-executive personnel will vary considerably in terms of the caliber of the unit management, the needs and/or recognition of needs, and a number of other factors.
>
> We do not, at this stage, have any thorough evaluation of any particular case study method, based upon research into effectiveness, and can only state that, in general, the case study method, regardless of approach, is a worthwhile means of developing supervisory personnel under certain conditions. One of these conditions is the understanding on the part of the "leader" of the psychology of learning and techniques in presenting case materials.

APPENDIX F

Excerpts from a letter dated February 5, 1952, to the author, from Earl G. Planty, Executive Counselor, Johnson and Johnson Company:

> We have had experience with it here for groups of engineers, divisional sales managers, middle and lower levels of production supervisors, one board of directors, and a large group of executives drawn from the upper levels of the company.

APPENDIX G

Excerpts from a letter dated May 2, 1952, to the author, from Mr. L. A. Russ, Director of Management Development, Westinghouse Electric Corporation:

> We placed our Management Development Program into operation last November and, to date, have looked upon it as being only the procedural phase prior to establishing a positive course of action in the development of individuals. To date our course of action is not definitely determined although in the management training courses which we are thinking about, we will undoubtedly use a case approach if we can work it out on a practical basis. We do not as yet have the action phase worked out and, therefore, are unable to answer any of the questions which you raise.

APPENDIX H

Excerpts from a letter dated May 5, 1952, to the author, from Mr. John A. Bachus, Personnel Department, Kroger Company:

As you may know, our company is of necessity a decentralized operation. We are organized into five divisions which operate 25 branches located throughout 19 states. We have over 1,900 retail stores operating under these branches. The number of retail stores under each branch ranges from 30 to 188. The branches are divided into districts with each district consisting of approximately 15 stores. Each store is operated by a store manager. The above information is given as background so that you may better understand the levels at which we have been using the case study technique.

We have been applying this technique at two levels:

1. The district manager level in Senior Conferences in Management Development (5 day duration).

2. The store manager level in Junior Conferences in Management Development (3 day duration).

The men are trained in groups of 10, with all participants being on the same level; i.e., all store managers or all district managers. The programs are conducted in branch locations by a team of two trained discussion leaders from the general office personnel department. This team is composed of one man with several years of practical field experience and another man with personnel background and training. In addition to leading discussions after a "case" has been handled, these team members act as observer-evaluators. Several keymen from the home branch also act as observer-evaluators. At the end of the sessions, the observers' notes are compiled into a composite report on each of the participant's performance and an estimate of his potential for higher level work is made.

Excerpts from a letter dated May 3, 1970, by the

[illegible], from Mr. John W. Stokes, Personnel Department,

Google Company:

As you may know, our company is at presently a heavy-
building operation. We are organized into five divisions
which operate in Southern California throughout 17 states.
We have over 1,000 salaried-exempt employees under them.
Problem. The number of salaried exempt under-work hours
varies from 20 to 60%. The employees are divided into six-
teen work unit clusters consisting of approximately
25 members. Each cluster is operated by a shop manager.
The above information is given as background so that you
may better understand the levels of which we have been
asked for your study assistance.

We have been applying this technique at the levels:

1. The strategic management level in similar com-
panies is management Training(sic) (2 day
laboratory).

2. The first manager level in Shop Operations
(sic) is Management Development (2 day
laboratory).

The men are limited to groups of 16, with all participa-
ants being on the same level i.e., all first manager managers or
all strategic managers. The programs are conducted in
[illegible] Training by a team of two trained discussion lead-
ers from the general office personnel department. This
team is assisted at the end with several years of practica-
al field experience and another man with [illegible] [illegible]
[illegible] as trainees. In addition to leading discussions,
after a "case" has been handled, these team members act as
observer-evaluators. Around lunch time the time frames
[illegible] for observer-evaluations. At the end of the ses-
sions, the observers' notes are compiled into a [illegible]
report on each of the participants's performances and an ex-
[illegible] of his potential for higher level work is made.

These reports are reviewed with the man by the branch keymen and are also used as a guide in helping the man in his efforts at self-development. The "cases" used in these conferences are actual problems that have arisen in every day operations on the job. The problems are designed so as to require the participant to handle a problem with an individual on the first day and handling a problem with the group on the second day. (Copies of typical problems are attached.) All problems are handled by use of the role playing technique. For the role playing situation the participant is upgraded one level which places him in the supervisory role in relation to the other person; i.e., a store manager is placed in the role of a district manager and is asked to handle a problem with a store manager. The individual is allowed ten minutes to handle the problem and may use his own judgment in his approach and solution. After each handling of a problem one of the conference leaders will lead a ten minute discussion period in which the other participants offer constructive criticism to the man who has just completed his assignment on his method of handling the problem and the effectiveness of his solution. While a solution may not have been reached, the technique is still an excellent way to develop discussions.

Since the men will appear in only one three day conference and only one five day conference, there is no problem in keeping monotony and repetition out of the two conferences. Each individual in the conference is assigned a different problem. However, we are constantly on the look out for new problems to be used in future conferences so as to maintain a dynamic and challenging atmosphere.

Our evaluations of the program are primarily subjective in nature. However, we have received quite enthusiastic praise and support for this program from keymen who are, by nature, reluctant to engage in time-consuming off the job training.

We feel it is serving a good purpose in helping us determine the leadership qualifications of a man and then to help him develop more quickly by providing him with guidance and the types of assignments he needs. However, we do make it clear to the men that self-development is their own responsibility and that we can only provide them with the opportunity.

We have found the case study technique quite useful in help-

These results are reviewed with the man by the group leader and the clinic staff as a guide in helping the man in his efforts at self-development. The "teams" used in these conferences are social groups that have arisen in every day operations on the job. The problems are designed so as to require the participants to handle a problem with no indication as to the final day and involving a problem with the group as the second day, (groups of typical problems are attached.) All problems are handled by one of the role playing techniques. For the role playing exercises the participants is selected one level which places him in the supervisory role in relation to the other personnel involved. Every member is placed in the role of a training manager and is asked to handle a problem with a whole manager. The individual is allowed two minutes to handle the problem and only has his own judgment in his approach and methods. After each handling of a problem one of the conferees leaders will lead a five minute discussion period in which the other participants offer constructive criticism to the man who has just completed his performance on his method of handling the problem and the effectiveness of his solution. While a solution may not have been reached, the exercise is still an excellent way to develop discussions.

Since the man will appear in daily one hours day discussion and only one from day conference, there is no problem in keeping counseling and supervision and of the two conferences. Each individual in the conference is assigned a difficult problem. Initially, he also responsibility on his first job. For the problem to be kept in his phase conferences are in relation a dynamic and continuing exercise.

The evaluations of the program are primarily subjective in nature. However, we have received some indications (which are not surveys) for this program from Dunham Gas Co., by members, evaluated in engage in conversation of the job training.

My feel is in having a good program in helping on interview the learning qualifications of a man and then in well the service more quickly by providing him also qualification and the level of assignment in leader. However, we do also in view to the fact that self-development in this and responsibility and need on the only provide them with the opportunity.

It has been found the most study techniques quite useful in help-

ing us develop leaders in a democratic type of operation. It would seem that this technique could also be useful in developing leaders in other situations. Naturally, the military services present a different type of problem which would have to be analyzed at close hand before determining the practicality of this technique for use in developing military leaders.

APPENDIX I

Excerpts from a letter dated April 30, 1952, to the author, from Mr. R. E. Schwab, Personnel Planning Supervisor, The Detroit Edison Company:

We have made some use of the case study method in our Basic Supervision and Human Relations in Supervision courses. The information you requested is given below, for these programs. For executive development, we have for the most part relied on the solving of actual current work-situation problems under line guidance and direction. Problems that are departmental in scope are frequently shared widely by the department head with his staff and lower levels of supervision. Problems and policy formulation that are interdepartment or Company-wide in scope are often handled by permanent or temporary committees, with participation at some stage and in some instances, extended to all supervisors in the Company.

In general, we favor the use of active, live problems with relatively broad participation and decision-making opportunities. This, of course, is not always practicable and, at any given time, may not provide current problems in some areas. However our belief in democratic supervision, our provision for supervisor conferences in and conducted by the line organization, together with a number of permanent and temporary committees is the background for participation in a surprisingly large number of current problems on a broad front.

In Basic Supervision, a two-week course for new supervisors, we use case studies in connection with training in problem-solving. Practice in human relations problem-solving, using the method developed by Training Within Industry, is furnished using two Armstrong Cork - McGraw Hill sound film-strip, supervisory case studies. This is followed by role-playing a problem of a new supervisor who was promoted over men with greater seniority.

APPENDIX I

Excerpts from a letter dated April 30, 1970, to the

author, from Mr. G. E. Lebsack, Personnel Planning Department,

the Detroit Edison Company

In late week made use of the data study called to our Basic Supervision and Human Relations in Supervision courses. The information you requested is given below, for these programs. For managerial development, we have for the most part relied on the training of actual current work-situations. Also problems dealt like attitudes and motivation. Problems that are conceptual in scope are frequently placed with-in by the department head with staff and lower level of supervision. Problems and policy formulation may be introduced or supported in some one office during by personnel or economic conditions. With participation at some stage but is some instances, contrasts to all supervisors in the company.

In general, we favor the use of actual, live problems with relatively broad participation and decision-making opportunities. This, of course, is not always practical, also and, at any given time, may not provide current job-load in some areas. However our belief is generally supported, our orientation for management conferences is and dominated by the line organizations, together with a number of personnel and employee specialists in the development and participation in a surprisingly large number of problems on a broad front.

In basic supervision, a two-week course for job foremen, we use case studies to encourage open thinking in problem-solving. Analysis in human relations conferences, too, using the critical incident by Dunlap Jobbs Industry, is included using two contrasting jobs - Bakers and Coal Fire-stoker, respectively case studies. This is followed by role-playing a problem of a new supervisor and an problem from the job specific analysis.

The course in Human Relations in Supervision was given to all supervisors in the Company by Dr. Norman R. F. Maier of the University of Michigan. The "Parasol" Assembly Problem was role-played for each group. Other case studies were presented much in the manner indicated by Dr. Maier in his article "Audience Role-Playing in Human Relations," Volume IV, Number 3, 1951. The "Parasol" Assembly Problem, other role-playing cases and some cases resulting from the use of the group-decision method accompany this letter.

We have been pleased with our limited use of the case study method but for experienced supervisors prefer actual, current problems. For strictly training purposes we would not ordinarily have superior and subordinate in the same group. When considering actual operating problems and policies a superior will often lead a conference of his subordinates. Accompanying materials give some indication of the nature and origin of the case materials. The method of approach varies but ordinarily employs the group-decision method. The "determinate" attitude has been used at times but in actual current problems the "free" attitude prevails especially in human relations problems. We favor line supervisors as conference leaders and we have provisions for conference leader training for them. We have not used a case more than once with a group except where current problems came back for revision or further consideration.

I would hesitate to comment on the applicability of the case method to the development of leadership among officers of the military services. For one thing, I believe we would have to define just what you would include in the case method. The experience of the officers in question, the availability of actual, normal operating problems which could be shared and other factors would seem to be important. Generally speaking, where a substitute for real experience is necessary, case studies offer training values that often cannot be matched by other methods.

APPENDIX J

Excerpts from a letter dated May 13, 1952, to the author, from W. Whigham, Jr., Assistant Vice President, Industrial Relations Administration, Carnegie-Illinois Steel Company.

Several case problems were used some years ago, but these have not been applied since a broad management development program was undertaken in 1945 ...

While cases are used informally for individual development, there is no formal program of the type you have in mind.

However, it is our opinion that the case method has merit, particularly when used to stimulate group thinking toward a practical answer. Lacking military experience since Naval Aviation in World War I, we do not feel qualified to advise on the use of this technique to develop leadership among officers of the Armed Forces.

APPENDIX K

Comments on the "Functions of the Naval Administrator Series" as taken from an evaluation report of Volunteer Composite Unit 1-25, (Educational Specialist), Boston, Massachusetts:

1. Sufficient use has been made of the series to indicate conclusively that it is a sound method of training.

2. The "case Method" provides one of the most effective methods of learning in making possible widespread participation of members of the trainee group.

3. While the information taught through the use of the series is both interesting and valuable generally, it serves to round out the background of those participants of brief experience and to refresh those whose active duty days are now rather remote.

4. By the consistent employment of discussion leaders who have the personalities and the techniques necessary for sound conference leadership, the series can be used to its utmost effectiveness. It should be noted that the Graduate School of Business Administration at Harvard University uses the "case method" with acknowledged success.

5. By considering cases in accordance with differing degrees of complexity it is possible to develop the trainee's capability to handle situations involving varying degrees of difficulty.

.....

8. The series gives the participants the opportunity to think on their feet, to meet argument with argument, to accept challenges from others whose greater experiences are bound to impress the trainees and guide their future thinking. Learning under such circumstances provides a fine motivation for the person who wishes to learn and is ready and willing to expend thought and energy to that end.

9. Trainees should be encouraged to challenge the solutions of others at all times provided they are ready to come up with what they consider better ones.

APPENDIX E

Comments on the "Analysis of the Tests Individually Taken" as taken from an available report of Valentine Gregorova Ph.D. (Psychological Institute), Prague.

Commentaries:

1. Difficulties can be made made of the period in which the questionnaire was administered. This is a sound method of testing.

2. The "Ego Strength" provided use of the very effective tests methods of testing to moving projective viewpoint psychiatrist of members of the Indian group.

3. While the Intermediate Scale Group, the one of the series is just interesting and valuable generally, it should be stated not the understand of those particularly of Indian experiences and to correct those items which are Only such are now Indian results.

4. In the questionnaire employment of Australian Indians are have the personalities and the Australian secondary for second-generation immigrants. The marks use by used by the usual effectiveness. It should be noted that the Indian School of Psychiatry Administration in Australia Individually was the "Case Method" with acknowledged measure.

5. By constructing items to accordance into interpreting degrees of emphasis it is possible to provide the instrument adaptability to handle situations involving varying degrees of difficulty.

Conclusion:

6. The series given the Indian groups can appropriately be used on their Test to meet research with students, to measure such abilities from which those studies experiments are found to indicate the students and guide their future education. Changing under such circumstances provides a time measure for the person who wishes to learn and is ready and willing to expand thought and energy in that end.

6. Students should be encouraged to challenge the system items of values as all those provided they are ready to move by with what they consider better-more.

APPENDIX L

Outline of Proposed Case Method Program for Leadership Development of Officers of the United States Navy.

I. Objective -- to develop personal insight and improved skill in the ability to recognize, scientifically analyze, and provide satisfactory solutions for human relations problems.

II. Formulation of Suitable Criteria for Evaluation

III. Development of Requisite Elements of the Program
   A. Compilation of leadership development manual
      1. Naval leadership section
         a. Revision of present Naval Leadership in the light of advances in the study of leadership since 1949, and edited by combined naval and psychologist board
      2. Case methodology section
         a. Instructions for case method procedure to represent the "experimental" approach, rather than the "free" or the "determinate."
            (1) Composition of the group and selection of the leader
            (2) Student-centered approach and general rapport
            (3) Role of the leader defined
            (4) Role of participant defined
            (5) Methods of procedure recommended
            (6) Process of decision-making described
            (7) Pointers on conference methods
      3. Selection of cases
         a. Gathering of human relations cases from every level of every type of naval unit under the guidance of expert case history specialists.
         b. Refinement and cataloguing of cases by combined naval officer and educationalist board.

APPENDIX E

Outline of Proposed Case Method Program for Leadership Development of Officers at the Naval Staff College.

I. Objective -- to develop personal insight and improved skills in the ability to recognize, analytically analyze, and provide satisfactory solutions for human relations problems.

II. Formulation of initial criteria for instructor

III. Development of regularly discussed of the program
A. Complexities of technologic development across
1. Naval Industrial complex
a. Revision of present Naval Industrial in the light of research in the study of industrial school 1949, and method by assistant naval war psychologist head
b. Case methodology outline
c. Instructions for case method procedure to supplement the "supervisorial approach, rather than the "lump" or the "introduction."
(1) Composition of the group and selection of the leader
(2) Student-centered approach and general method
(3) Role of the leader skilled
(4) Role of participants skilled
(5) Methods of presenting recommended
(6) Trained of decision-making skills
(7) Pointers on conference methods
f. Selection of cases
a. Gathering of cases relating cases from every level of every type of naval with the guidance of subject case situation
b. Refinement and modification of cases by assistant naval officer and characteristics for brief.

c. Evaluation and improvement of case histories through experimental trial and review
d. Compilation of final set of cases for initial service use

B. Experimental trial in selected naval units
1. Evaluation of case book manuscript and addition of helpful pointers learned from experimental try-out.

C. Preparation of special training movie on the case method.

IV. Putting the Program into Effect
A. Special training for instructor teams
1. Selected teams given professional instruction in case methodology

B. Regular training course for instructors in existing BuPers Instructor Training Schools

C. Distribution of "Naval Leadership Development Manual" and widespread publicity program

D. Demonstration and inauguration of method at key naval units by specially trained teams and showing of special training movie

E. Formulation of permanent policy for case method leadership development of officers.

APPENDIX M

Pointers for use in the preparation of a Case Method Program for leadership development of military officers:

Compilation of Casebook -- "Naval Leadership Development Manual."

1. All cases should be actual real-life episodes gathered under professional guidance.

2. Cases should be catalogued according to types of naval organization involved; the approximate rank and type of job the primary decision-making officer in the case holds, and according to broad case-type categories -- such as specialization, relations with superiors or subordinates, etc.

3. Cases should not be "pruned" to depict only one specific leadership principle.

4. Section on how to draw up case histories locally should permit a constant case revision program through the addition of new cases at the activity level and through revisions to the case section by addition of cases sent in from the field.

Preparation for Case Discussions

1. Discussion leaders should be given special training and should prepare case program carefully in advance. "Outside" leaders with professional training should be obtained whenever possible.

2. All participants should be instructed in proper case study methodology and conference technique to avoid tendency for discussions to lapse into "bull sessions."

3. Restrict groupings to a maximum of 20 officers and do not as a general rule include a superior and his subordinate in the same group. If feasible, group leader should be somewhat more experienced than group members, but he should not be the immediate superior of any of the members if this can be avoided.

4. Discussion sessions should be held at least once a month and not more often than once a week: normally a two hour session appears to be most effective.

5. Meetings should be held where outside interference

Reasons for use in the preparation of a Case Method

Program for Leadership Development of Military Officers:

Conditions of Research -- "Real Leadership Situations Exist."

1. All cases should be based upon real-life episodes involved under professional problems.

2. Cases should be straightforward enough to focus at major operational levels; the appropriate rank and type of the primary decision-making officer in the case total, yet according to local case-type distinctions -- such as specializations, variations with supervisors or subordinates, etc.

3. Cases should not be "pressed" to depict only one specific leadership concept.

4. Decision on how to draw up more effective local-level procedures should permit a counter case evaluation process through the addition of new models of the underlying level and through revisions in the case decision to activities of other level in view the field.

Preparation for Case Discussions

1. Discussion leaders should be given special briefing and study problem and process materials in advance. "Briefing" leaders with preparedness training should be optional however preferable.

2. All participants should be instructed in proper case study methodology and discussion techniques to avoid tendency for discussions to degenerate into "full sessions."

3. Particular emphasis is a problem of 20 minutes and do not as a general rule include a separate and his subordinate in the same group. If feasible, group leader should be another room supervisor than group member, but be already not in the identity superior of any of the members if this can be avoided.

4. Discussion sessions should be held on lower case a month and not more often than once a week. Normally a two hour session appears to be most satisfactory.

5. Meetings should be held more within instructional

will be limited to an absolute minimum.

6. Training aids, such as blackboard, tape recorder, overhead projector, etc., should be at hand, if practicable.

Conduct of Case Discussion

1. Establish student-centered climate at the very first session and remove fear of ridicule or reprimand.

2. Employ a combined inductive and deductive approach with the former leading. "Text" material and principles should be studied prior to case discussions, but in class sessions cases should be discussed first and foremost, with frequent reference to principles as they apply in case problem solutions.

3. Approach to a solution of a case problem should be through an "experimental" process of reasoning, rather than a "free" or a "determinate" approach.

4. The discussion leader must act as a moderator and catalyst but not an oracle with the one right answer. He must make verbal contributions only in order to orient the discussion, or when they are called for by the group process, and then with the understanding that his contributions are to be evaluated the same as those of others.

5. Short lectures, movies, role-playing, and other techniques should be introduced when they seem appropriate to the case discussions.

6. Ample time should be allowed for relatively complete discussion of all of the major issues in each case. However, the time factor should not be ignored, and the group processes should be conditioned to the point that it will monitor its own progress.

7. A written report of the case should be prepared by each group member prior to the discussion meeting in order to assure that each has worked out the problems in his own mind and is prepared to defend his conclusions. As a general rule, however, the case program should not be used as a method for evaluating officers.

8. Maximum participation by all members of the group must be encouraged; the group should be trained to discourage members who talk too much and to encourage the silent ones.

9. Outside reading on substantive topics to be covered in future cases should be recommended and encouraged by frequent reference to material therefrom.

10. The scientific method employed by the individual members and by the group as a unit should seek to answer "why" and "how," and the analytical procedure should first

will be limited to an individuals attitudes.

6. Training aids, such as blackboards, tape recorder, overhead projector, etc., should be on hand, if practicable.

Conduct of Group Discussion

1. Introduce students-teachers climate at the very first meeting and remove fear of criticism or reprimand.

2. Develop a cohesive feeling and cooperative approach with the former leaders. "Free" materials and projects should be standard prior to group discussions, but in class meetings teams should be discussed first and foremost, with frequent references to individuals as they apply to such problem situations.

3. Suggestion for a solution of a case problem should be through an "organizational" process of evaluation, rather than a "free" or a "individual" approach.

4. The discussion leader does not act as a moderator and certainly has not to circumvent with the case study events. He must only verbal reinforcement only in order to direct the discussion or when they are valued use by the group members, and then with the understanding that his suggestions are to be considered the same as theirs or others.

5. Short lectures, movies, role-playing, and other techniques should be introduced when they seem appropriate to the case discussions.

6. Small time should be allowed for relatively complete discussion of all of the major issues in each case. However, the time factor should not be ignored, and the group process should should be conditioned to the point that it will resolve the case problems.

7. A written report of the case should be prepared by each group member prior to the discussion meeting in which he states what such has worked out the problems in his own mind and is prepared to defend his conclusions, as a general rule, however, the case problems should not be used as a method for evaluating efficiency.

8. Increase participation by all members of the group and to encourage the group members to evaluate in discussion the problems the group has made and to encourage the silent ones.

9. Develop reading on individuals leaders in an attempt to future cases should be recommended and considered by the group reference to individual situations.

10. The individuals method employed by the individual members and by the group as a unit should aim to answer "why" and "how," and the identified procedure should first

sort out the distinct elements of the situation and then order and integrate these into a coherent solution. One effective process of analysis follows the following steps:

(1) Selection of the most important human relations problem underlying the case
(2) Explanation of why (1) is the most important problem
(3) Determination of limiting factors which oppose a ready solution to the problem
(4) Proposed solution for basic problem.

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